

# National Parent-Teacher

*The Official Magazine of the National Congress of Parents and Teachers*

MAY, 1944

15 CENTS



the  
go  
of  
the  
nor  
on-  
ias  
rk-  
of  
  
child  
ud-  
om-  
ch-  
ent,  
to  
out-  
  
itor  
one  
ing,  
de a  
p to  
s of  
ntly  
  
tion  
is a  
or of  
also  
cles.  
their  
life,  
  
ol of  
essul  
ions.  
t, in-  
luca-  
ditor  
n on  
mit-  
in a  
  
o the  
nized  
riter  
well  
  
y life  
er of  
sonal  
have  
chers  
uding  
ents?  
  
le for  
ident,  
arkan-  
eridan  
ident,  
Presi-  
  
7, 1944

# *Objects* OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

---

**T**o promote the welfare of children and youth in home, school, church, and community.

**T**o raise the standards of home life.

**T**o secure adequate laws for the care and protection of children and youth.

**T**o bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child.

**T**o develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.



**NATIONAL PARENT-TEACHER,  
INCORPORATED**

600 South Michigan Blvd., Chicago 5, Illinois

**OFFICERS**

Mrs. JAMES FITTS HILL.....*President*  
Mrs. WILLIAM A. HASTINGS.....*Vice-President*  
Mrs. ALBERT L. GARDNER.....*Treasurer*  
Mrs. M. D. WILKINSON.....*Secretary*

**DIRECTORS**

Mrs. James Fitts Hill    Mrs. Albert L. Gardner  
Mrs. Wm. A. Hastings   Mrs. John E. Hayes  
Mr. J. W. Faust        Mrs. L. W. Hughes  
Mrs. M. D. Wilkinson   Mrs. Warren L. Mabrey  
Dr. Edgar Dale        Mrs. Leslie Mathews  
Dr. Joseph Miller

★

**NATIONAL PARENT-TEACHER**

The Official Magazine of the National  
Congress of Parents and Teachers

**EDITOR**

EVA H. GRANT

**ASSOCIATE EDITORS**

HOWARD V. FUNK  
MINNETTA A. HASTINGS  
ANNA H. HAYES  
RALPH H. OJEMANN  
ALICE SOWERS

**EDITORIAL OFFICE**

600 South Michigan Blvd., Chicago 5, Illinois  
The magazine is not responsible for loss or injury to manuscript or art material while in its possession or in transit.

**SUBSCRIPTION OFFICE**

600 South Michigan Blvd., Chicago 5, Illinois

MARY A. FERRE, *Promotion Secretary*  
ELEANOR TWISS, *Business Secretary*

**RATES**

\$1.00 a year—U. S. and Poss.    Single Copy  
1.25 a year—Canada                15 cents  
1.50 a year—Foreign

Notice of change of address must be given one month in advance and must show both old and new addresses.

★

The NATIONAL PARENT-TEACHER is listed in the Education Index.

★

Published monthly, September to June inclusive, by NATIONAL PARENT-TEACHER, INCORPORATED.

Entered as Second Class Matter October 3, 1939, at the Post Office at Chicago, Illinois, under the Act of March 3, 1879.

Copyright, 1944 by  
National Parent-Teacher, Incorporated

# National Parent-Teacher

(Title Registered U. S. Patent Office)

VOL. XXXVIII

No. 9

## CONTENTS

May, 1944

**PAGE**

*The President's Message: Let There Be Health Abundant* 3

### ARTICLES

After the War, What About Youth?....G. L. Maxwell 4

Doing Without Dad

*Evelyn M. Duvall and Edith G. Neisser* 7

We Needn't Lose Touch With Our Children

*Harry A. Overstreet* 10

USAFI—The Army-Navy School with the

World Campus.....*Lieut. Col. Carl W. Hansen* 14

When a Child Learns Slowly.....*Elise H. Martens* 20

War Comes to Liberty Hill—

IX. Incident in History.....*Bonaro W. Overstreet* 24

The Civil War at Plum Springs.....*A. L. Crabb* 27

Service Through Salvage.....*Emery W. Balduf* 37

### FEATURES

Notes from the Newsfront..... 13

NPT Quiz Program.....18

Editorial.....*Dorothy Canfield Fisher* 23

Poetry Lane..... 29

Books in Review..... 30

Parent Education Courses for 1944-45..... 31

Searchlights and Compass Points—

Preparation for Parenthood....*Ralph H. Ojemann* 32

P.T.A. Frontiers ..... 34

Motion Picture Previews..... 38

Contributors ..... 40

Frontispiece.....*H. Armstrong Roberts*

Cover Picture.....*H. Armstrong Roberts*

MEMBER OF THE







**Good health, the foundation of most of the blessings of life, is not a matter that can be left to chance. The health of children must be guarded from their earliest infancy. The wide and comprehensive health program of the National Congress of Parents and Teachers includes the famous Summer Round-Up of the Children, the Community School Lunch, and a continuing policy of cooperation with all health agencies and institutions.**





# The President's Message

## Let There Be Health Abundant

THE age-old concern of parents—and of nations too, if they are wise—is for the well-being of each new generation. Basic to individual well-being is vigorous, buoyant health, compounded of physical, mental, emotional, and spiritual well-being. This should be the birthright of every child.

Once again, war has shown us that we failed to give our children proper physical care when young, and so today many of them are unfit for military service or the exacting jobs demanded by war production. We knew what was needed fifteen or twenty years ago but neglected to provide it. Are we acting more wisely today than we did then?

In spite of the shortage of nurses and doctors in many communities, we must hold health standards high, with each home, each school, and each community doing its full share. Food, housing, labor conditions, recreation, family and individual habits—all have their effect on health and must be considered in a program for health.

There is need of every preventive measure so that all possible illness will be avoided. There should be immunization of all children; supervision of every school child's health; and medical and dental care available for all, either through the family doctor or the community clinic.

There is need of prenatal clinics and maternal and child health services. The Summer Round-Up of the Children—which seeks to send all children to school free of remediable defects—ought to be considered a "must" project for every community that wants to present a picture of strong and sturdy childhood.

There is need for health education in home and in school. Since most babies are healthy when born, the home has the first responsibility for keeping them well and training them to live according to the laws of good health. This is a responsibility the school must also assume. Another function of the school is to help educate young people for intelligent parenthood and family life.

There is need to safeguard the mental and emotional health of children. The war has revealed a surprising amount of mental instability among our young men. Many who are sent home because of "war nerves" will need years of care. This condition will reflect itself in the lives of coming generations.

There is need to stress the moral issues involved in clean and wholesome living. The great scourge of venereal disease comes from those who disregard the moral law; the problems of the excessive use of alcohol come from those who have never learned "to be temperate in all things."

There is need for extending health services to rural communities so that children living in the country may have health opportunities equal to those of city children.

Many countries are filled today with disease-ridden people, malnourished children, and men and women broken by fear and suffering. Yet there was never a time when vigor and strength were more urgently needed to rebuild a shattered world. We have not suffered as others have, and so a greater responsibility will be ours in the years ahead.

Health is not only a personal responsibility. It is the responsibility of home, school, church, community, state, and nation. As we observe Child Health Day on May 1, let us remember that our children *must* be strong now if the nation is to be strong tomorrow. Here lies a task for us all.

*Myrinetta A. Hastings*

President, National Congress of Parents and Teachers



# AFTER THE WAR.



© H. Armstrong Roberts

## What

**P**REPARING American youth for the postwar world is a tremendous job, and planning on a tremendous scale will be required to accomplish it. We cannot afford to fail these young people in any respect, for the entire fate and future of democracy will rest in their hands. How are they to be educated? What opportunities are to be offered them? How is the cost to be met? This article, as timely as this morning's newspaper headlines, deals with one of the greatest of all our postwar planning problems.

**W**E parents have to do double duty these days in helping to plan the education of our children. Your Dick and my Bob are just beginning junior high school, while Ruth and Peggy are still in the elementary grades. Naturally, you and I are interested in what is happening to our children in school right now; and in ordinary times our interest in the present might suffice. But these are not ordinary times.

Dick, Bob, Ruth, and Peggy belong to the generation that is already being referred to as "postwar youth." It is difficult, I know, to realize that fact, now when the children are all so young. Dick is the oldest, and he is only twelve. But a moment's calculation will show that Dick, Bob, Ruth, and Peggy will all move into the period we call youth—the highly significant years from sixteen to twenty-one—just at the time when the nation's problems of postwar readjustment are likely to be at their peak.

What sort of world will our children live in during those critical years of their youth? No one can say with certainty; but one does not have to be a pessimist to predict that it will not be an easy world for young people in their teens.

Today, in wartime, we prize our young people highly. We call upon them by the millions to fight our battles and to work in our war industries and on our farms. We give them the opportunity to do what every boy and girl wants to do between sixteen and twenty-one—to grow into the full estate of young manhood or womanhood.

After the war, shall we continue to prize our youth as we do today? When the guns have ceased firing, the nation perforce will turn its attention to the tasks of reconversion. We shall be chiefly concerned, in those days, with providing employment for the tens of millions of men and women who have served in the armed forces and have worked in the war industries. Veterans and



# About Youth?

G. L. MAXWELL

experienced workers will have first claim on most jobs.

That is as it should be. But what shall we do for our youth when the war is over? Shall we then forget that each year two million boys and girls enter the ranks of "postwar youth," each eager to become independent, to do a part of the world's work, and to assume a fair share of a citizen's responsibilities? We have forgotten before—no longer than a dozen years ago. We may easily forget again.

## The Hour Is at Hand

IT IS asking too much, perhaps, to expect industry, labor, or government to give special thought to these boys and girls of ours. But there is one institution that we in America have created for the express purpose of serving our sons and daughters. Our schools in the past have been largely what we, the citizens, have wanted them to be. Let us admit the truth. We have never wanted or asked the schools to serve *all* our youth. We have been willing that 20, 40, 60 per cent or even more of our young people should drop out before the end of high school and find their way as best they could into the world of adult affairs.

But now a new spirit is abroad in the land. Educators, parents, thoughtful citizens everywhere are saying that henceforth America's schools must serve *all* youth, not merely through some fixed period of formal schooling but on beyond, until each young person is well launched on the next step in his or her life—whether that step be employment, the making of a home, or study in an institution of higher education.

In ever-increasing numbers, the nation's edu-

cators, on the whole, are already alert to the needs of our youth in the postwar years. The problems of youth, whatever they may be, will not descend upon us unforeseen. In dozens of cities committees on postwar education are already

hard at work, mapping out programs that will be needed for youth when the war is over. The Educational Policies Commission has devoted a large share of its time and thought during the past two years to the subject of "Education for *All* American Youth." Within a few months the Commission will publish a volume under that title, describing the educational services that will be needed and can be provided for young people in their teens, in both cities



and rural communities.

But planning by educators is not enough. The decisions as to how youth shall be served after the war will be made not by educators alone, but by citizens and educators working together. Among those citizens, who has so much at stake as you and I, the parents of those who will be the youth of the postwar years? Educational



policies are determined, in the last analysis, not by national committees, not even by local boards of education, but by millions of citizens in tens of thousands of local communities—as they elect members of boards of education and of state legislatures, as they vote on tax levies for schools and on bond issues for new school buildings, and as they make their wishes known through thousands of local parent-teacher associations.

That is why I say that we parents must do double duty in helping to plan the education of our children. The plans for postwar education must be made *now*. They are too vast, too complex to be improvised in a few months after the problems are already upon us. Even now, while Dick and Bob are in junior high and Ruth and Peggy are in elementary school, we must join forces with the educators to help shape plans for the schools we want our children to attend after the war.

### Getting Down to Brass Tacks

**M**AY I suggest a few of the things we shall doubtless do, when we have set our hearts to this task?

We shall refashion the programs of our high schools, so that every youth—regardless of place of residence, economic status, sex, or race—may secure a broad and balanced education through the twelfth grade. Such education will be both liberal and vocational. It will advance each youth on the road to a useful occupation suited to his abilities. It will equip him to assume the full responsibilities of American citizenship. It will foster his health of body and mind, instruct him in the arts of family life, and broaden his recreational interests. It will promote understanding and appreciation of the best in our cultural heritage and of the ethical values that should undergird all life in a democracy.

We shall extend our systems of free public education upward for at least two years beyond the conventional high schools. In these schools for older youth—call them junior colleges, institutes of applied arts and science, or what you will—many of our young people will be able to prepare themselves to enter semiprofessional and technical occupations, while continuing to grow in civic competence and cultural understanding. These schools will be so located that most young people will live within commuting distance of one. But they will also be equipped with residence halls for those who live at greater distances.

We shall provide opportunities for part-time employment and public funds for student work programs and scholarships, so that no youth shall be deprived of educational opportunity because of lack of money to meet personal expenses.

We shall arrange for many young people to secure supervised experience in productive work as a regular part of their educational programs, so that no youth need be handicapped by lack of work experience.

We shall provide adequate services of guidance in all our secondary schools and junior colleges, in order to eliminate the human waste that is the inevitable product of mass education.

We shall do away with tens of thousands of weak and ineffective school districts by consolidating them into strong units, able to supply the best in education to the half of our nation's youth who live in rural communities.

We shall reconstruct the state school finance systems in many of our states, so that the wealth of each state may be used equitably to serve *all* the state's children and youth. Through our national government we shall appropriate Federal funds for education, in order more nearly to equalize educational opportunities among the states.

We shall plan and build new school buildings to house the educational programs of the future, not the past. We shall remember that ill-considered building construction can "freeze" outmoded educational services for decades to come.

We shall not forget that the work of competent, devoted teachers lies at the heart of every good educational program. So we shall support every proposal to improve the preparation of teachers and to provide those in service with adequate opportunities for professional growth.

### Our Money's Worth

**I**F SOMETIMES we hesitate because this program will be costly, let us remind ourselves that people who are planning postwar economic affairs are talking in terms of a national income, at least, of around 110 billion 1940 dollars. With such an income, the experts tell us, we shall spend 25 billion dollars for food, as compared with 16 billion in 1936; 16 billion dollars for housing, as compared with 9 billion in 1936; 13 billion for household operations and equipment, as compared with 6.5 billion; 8 billion for automobiles, as compared with 4 billion; and 3 billion for recreation, as compared with 1.6 billion.

Shall we then be timid about proposing to increase the 2½ billion dollars we have been spending for our schools and colleges to educate children and youth of all ages?

You are a parent, and I know your answer. "Cost what it may," you are saying, "we shall do the things that are needed to give a fair chance in life to Dick and Bob, to Ruth and Peggy, and to all the millions of boys and girls of their generation of postwar youth."



© H. Armstrong Roberts

## Doing Without Dad

EVELYN M. DUVALL and  
EDITH G. NEISSER

**E**BB tide in Laura Wilson's morale always came Sunday evening, after the children were tucked in bed and the house tidied of Sunday litter. This was the hour when, in those far-off, happy days before John joined the Navy, they would make plans—plans for the time when the children would be old enough to go on camping trips with them; plans for a house with a real fireplace to be enjoyed in such moments as this; or plans for a coming birthday party. Now, added to the ache of loneliness, was an exhaustion she often felt these days from her conscious effort to be both mother and father to her lively family.

As she fiddled with the radio dial, a line from one of the season's comic songs blared out, "How can I be what I ain't?" Laura laughed a little ruefully. "That's just what is worrying me, girlie," she said out loud to the radio; "and maybe that's the root of my trouble."

The more she thought of it, the more she saw that some of the strain and tension she felt grew out of trying to live up to the unrealistic ideal—

being both mother and father. She was a straight-thinking sort of person, and, looking at herself objectively, she came to some conclusions. First, the war had added many new roles to lives like hers, already pretty busy. Most of them demanded skills that could be acquired with practice, such as humoring the furnace or helping with the bedside care of a sick neighbor because trained nurses in the vicinity were one with Nineveh and tires. But in trying to take father's place with the

**T**HE problems involved in rearing children without Dad's steadying presence and counsel are mighty big ones. But there are ways of solving them, ways that will prevent much conflict, confusion, and heartache for every member of the family. Here are some effective tactical maneuvers for parents and teachers, advanced by experienced front-line observers of the American family in wartime.



children, she was not only adding skills; she was actually trying to be somebody else. Even if she became pretty good, for example, at teaching young Johnny to pitch a curve, he wouldn't accept her instruction.

Well, maybe young Johnny had more sense than she had. Certain things weren't her province even if she had the skill, the wit, and the energy to carry them through. Filling the need of three small children for mothering, although a most rewarding affair, takes enough out of one emotionally. Attempting to add the gay camaraderie, the buoyant reassurance in the face of all hurts and difficulties that had always been John's special contribution to this family circle, was expecting too much of herself and was sheer romanticism to boot.

Laura decided to talk over her perplexities with a counselor at the guidance center in her community. The counselor strengthened Laura's own conviction about the wisdom of being herself, rather than always trying to see things the way John would have seen them or to make the decisions he would have made.

It was no use denying, the counselor pointed out, that the children were losing much by not having a day-to-day relationship with their father; but he could still be kept vivid to them through letters and snapshots, through talk about what he did and said and liked. Indeed, he was far more likely to remain a force in the children's lives through such conversations than he would be if their mother tried to superimpose his highly individual qualities and essential fatherliness on her own personality.

### Children Miss Male Companionship

**B**UT, although many mothers are reaching the conclusion that integrity and stability depend on their ability to be themselves, these mothers are aware that if the children are to develop into well-rounded personalities they need some masculine companionship just as surely as they need air and sunlight to grow tall and strong. A father fills a far more important and subtle role than that of the good provider or the disciplinarian. He stands for the kind of mature, adequate, masculine personality that children early feel is the mainspring of our culture (not that they articulate this feeling). All a child's early impressions of this important variety of human being are drawn from his father.

Little girls need a father to love if they are to grow up through the father-adoring stage to that degree of maturity at which they can transfer their affection to another man. Psychologists are on firm ground when they tell us that the women who are still looking for a father substitute, or are clinging to their own fathers after they are grown, are the ones who never had the chance to experience a normal father-daughter relationship.

Small boys, too, are continually taking their cues from father for the kind of attitudes and behavior becoming to a man. The more obvious kinds of learning can be overheard every day in the play of nursery school children. It varies from, "I'll be the father and I must be cross because supper isn't ready," to "If you are the father you can't play the piano, fathers don't play the piano," and the answer from a different kind of home, "They do so. My father does."

But, no matter what the masculine patterns are, the essential thing is that a masculine figure is present with which the little boy can identify himself and which he feels secure in imitating.

### The Difference It Makes

**F**OUR-YEAR-OLD Michael's mother was becoming concerned because Michael, who was living with an assortment of older sisters and aunts, began copying their ways. He demanded to know when he would be grown up and could use lipstick. Now, the lipstick was of no great moment, but the teasing on the part of his sisters was, and his mother saw it as a symbol. As she put it, "I wouldn't be surprised if he thinks all human beings turn into women when they grow up." Michael's predicament was not hard to resolve; a little conscious effort on the part of his mother to get him better acquainted with the uncles that were left gave

him a chance to see that the world was not run by a parcel of women who never let you in on the fun.

It is when, like Michael, children are in the preschool period and later when they are adolescent that they most need contact with fathers. It may seem paradoxical that a father's presence is most vital just at the time when a young person must grow out from under the family's protective wing; but one explanation of the paradox is that part of the growing-up process is acceptance and understanding of parents as people. No longer





the source of all wisdom and power, parents—if they are lucky—emerge to the adolescent as extremely fallible, but rather likable, human beings, and come to be accepted for what they are. If father, then, as he really is, becomes clouded in too much glory or is regarded with too much awe, this more adult relationship may not have a chance to develop.

When father's presence has so deep a meaning in the lives of growing boys and girls, it is not surprising that his absence is responsible for some of the disturbances that are causing parents and teachers real concern today. In recognizing that it is lack of masculine companionship, not of discipline, that is the source of the disturbance, we have taken a first step toward meeting the problem.

### Sources of Supply

WHAT are some of the constructive measures families, schools, and communities are taking to help the supply of menfolks go around? Some schools are giving the older boys direct contact with kindergarten and nursery school children by having them spend an hour or two a week helping with the endless leggings and galoshes or in outdoor play. That there are two-way benefits from such contacts goes without saying.

The Boy Scout Organization has for many years seen the possibility of stimulating leadership among older boys, and through its program has been supplying the kind of ongoing friendly contacts with older boys and men that right now are invaluable.

For one family, necessity became the mother of invention in a very happy way. Mrs. Gray had called high school girls to look after her five-year-old twins when she had to be away from home since her husband had been inducted. One day a business appointment had to be kept, and none of the girls on her list could come. The high school placement bureau suggested that there were boys registered for this kind of work—why not try one



© H. ARMSTRONG ROBERTS

of them? Her heart sank when the boy arrived. As she related the story, "Henry Aldrich, himself, could not have looked more well-intentioned or more inept." But it worked. The twins were thrilled to be able to hobnob with a high school hero. They assured her that he was much better "than those ole girls who laugh at you all the time." Being pretty wise about their own needs, the youngsters insisted that their new friend come, not only when mother had to go out, but occasionally when she was at home. A few weeks later Mrs. Gray was almost overcome to find her wild Indians holding a door open for her, a gesture they had observed in their high school man of the world.

There was a certain enrichment of the wild Indians' vocabulary, traceable to the same source, that was not altogether on the credit side of the ledger, but that was a small item when compared with the steadying effect the older boy had had on their overexuberant spirits.

We might change the refrain of the song for our purposes, "They're neither too young nor too old," because at the other end of the age scale are the numerous grandfathers who are filling the need for man company.

Community centers and Y.M.C.A.'s are finding a new answer to the manpower question in the returning service men.

If oak leaf clusters for service beyond and above the call of duty were being awarded civilians, our nomination would go to an unsung hero, a science teacher in a public school. An ardent gardener, he took into partnership in his Victory garden three youngsters whose fathers were in service. What the children learned about raising vegetables was all to the good, but what they gained from association with a man who offered them a warm sort of friendship was invaluable.

Doing without Dad can never be easy—no one would really want it to be—but, if families and communities mobilize their resources, many of the damaging and costly results of this particular manpower shortage may be avoided.



© H. Armstrong Roberts

**I** HAVE heard parents say it in anger: "We slave for our children, sacrifice for them, do everything we can for them. Then, when they get old enough, they go their own way. We might just as well not be parents at all." I have heard them say it in perplexity: "I wish I knew how to keep up with my kids. We used to be such good pals. We'd talk things over; do things together. But now, I might as well not be there at all. They live in a different world. I don't know how to get into their world." And I have heard parents say it with a half-humorous resignation: "It's the way life is. We were ahead of our parents; and now our children are ahead of us. You can keep up with the Joneses; but no parent can keep up with his children. Might as well settle down and let them go their way."

Are the familiar lines of Browning to be regarded as nonsense?

"Grow old along with me!

The best is yet to be

The last of life for which the first was made. . . ."

To listen to many parents, growing old is a process of leaving behind all that is best and moving lonely and neglected to the grave.

Does a parent have to lose touch with his children? Or is it possible to be the kind of parent toward whom children, as they reach their own maturity, turn with ever-increasing pleasure and appreciation?

## WE NEEDN'T LOSE TOUCH

**T**HE surest and most precious possession, the possession no parent can afford to lose, is the pleasure his children find in him and the affectionate respect they have for him. This intensely human discussion offers both warning and hope to parents who are afraid their children will outgrow them mentally and spiritually. It contains suggestions of worth and value for all fathers and mothers who want to realize the richest possible fellowship with their young folks.

### Room To Grow

**T**HE answer, it would seem, is to be found in what happens to the mental, moral, and spiritual dimensions of the parent. He may live in such narrow and unyielding dimensions of the mind that the growing child finds it impossible to breathe within the suffocating walls. Table conversation is about petty things. Neither father nor mother seems to have an inkling of what is



## HARRY A. OVERSTREET

happening in science, literature, art, social progress, drama. One remembers in the grim poem of Amy Lowell, "The Day That Was That Day," her description of the dull home in which one grown-up daughter lived out her daily routine:

"I wish I loved somethin', Rachel."

'Bless your heart, child, don't you love your father?'

'I suppose so. But he don't mean nothin' ter me. He don't say nothin' I want ter hear. My ears is achin' to hear words, Words like what's written in books, Words that would make me all bright like a spring day. . . .'

When parents have no words to say except words they've always said, about matters too

Children can suffocate within the moral prisons we call homes. If they themselves, because of the progressive spirit of their age, grow in moral stature, the time inevitably comes when they can't quite stand mother and father. Convention makes them continue to say the customary words of endearment; but they have no genuine respect for their parents; no warm wish to be near them; no feeling that they can go to their parents as to a source of perennial wisdom and understanding.

This is the tragedy of all too many parents: the dimensions of their spirit remain too narrow to give their children, or themselves, room in which to grow. Young life, therefore, pushes out, escapes, is happy in escaping, while the old folks sit, angry or bewildered, within their accustomed walls.

### The Habit of Fixation

THERE are three things, it would seem, that we who are parents might well do if we would not lose touch with our children. The first and most

obvious is to keep the growth-edges of our minds alive. One of the unfortunate (but by no means inevitable) symptoms of growing old is growing fixated. The periphery of the mind hardens. There is no longer a reaching out to what is excitingly new. The aging mind tends all too frequently to live on its mental capital. But the curious thing about such an aging mind is that it is never willing to admit that it is only living on its capital. It is never willing to say: "I can't keep up with the new facts; I'm willing to admit I'm out of date; you youngsters must carry on." On the contrary, the aging mind all too frequently tries to hold on to every vestige of its prestige. Therefore, since it cannot win respect of the youngsters by reason of the new things it learns, it demands respect for the old things it knows.

The most characteristic trait of an aging mind that does not

keep itself mentally alive is an increase in dogmatism. The eighteen-year-old daughter is mildly suggesting an idea. "Now look here, Charlotte, what you say may be the fashion among you young people; but you're wrong—all wrong!" Adult dogmatism, in order to make itself the more impressive, may even take to shouting. Ambrose Bierce, in his *Devil's Dictionary*, defines the word

## WITH OUR *Children*

small to matter, it is not surprising that young people at last close their ears, slip out of the house, and seek their companionship where their minds can stretch and breathe.

Adolescence is a time when the young spirit is for the first time becoming sensitive to the hurts of the world. The irresponsible and uncaring child is, in adolescence, moving toward responsible and morally sensitive adulthood. Eyes that were closed are opening. There is the beginning in the youth of moral shock, resentment at social wrongs, a wish to help set things right. Father and mother, on the other hand, may long since have become immune to shock at the hurts of the world. They may be fixated in comfortable conservatism. When their adolescent son talks hotly about justice with a very large capital J, they may say to him that he really doesn't understand these things, that he'd better not talk such foolishness.



© H. Armstrong Roberts



"positive" as "mistaken at the top of one's voice."

The healthy course of human life should witness a continuous expansion, a constant reaching out to wider areas of knowledge and existence. To keep on learning is to grow increasingly modest. When the adolescent son or daughter ventures an idea, the mentally alive parent will cock an ear with interest: "Maybe the kid has something there! Amazing what they do know! Got to read that book I saw on Tom's desk. Can't let things get ahead of me!"

### Keeping Morally Alive

**B**UT more is needed than just keeping the mental part of ourselves alive. If we want to hold on to our children, we have to keep our moral selves alive. Children read the newspapers. They know the mess the world is in. They know there are all sorts of people trying to straighten out the mess. What is father doing about it? The adolescent son—who may have been on the Junior Town Meeting of the Air—makes a wry twist of his mouth: "Father's doing business as usual." What's mother doing? "Saving tin cans to win the war; and thinks she's winning the peace!"

Children—need it be said?—can have a silent contempt for parents. They can recognize when parents are morally washed up. "Oh, not in the ordinary way, of course! Papa wouldn't look at another woman; and as for Mama, she's sort of fed up on the romance business anyhow. No, Papa and Mama are nice, inoffensive people; but they don't *care* about anything. They've built their little home with a fence around it; and they're not in the least concerned about what goes on outside the fence."

Children can have a burning admiration for parents who bravely devote themselves to some cause bigger than themselves. I have one young friend who speaks of his father with reverence because his father is a fighter for a great cause.

Life has no business to go on living if it has no interest beyond itself. Man is a moral creature; and to be true to his moral nature, he has to have what the Quakers call a "concern." Deeply and passionately, he has to want something for his human fellows and to be brave enough to go out and help them get it.

Brave parents make sure that they don't lose touch with their children.

### The Greatest of These

**F**INALLY, there is needed in us parents a certain rare quality of the spirit. It is hard to describe it because it is perhaps the top-level human qual-

ity. The mystics in all times have struggled to make it clear to us. It is the quality of "oneness with."

Normally, we are egocentric. The utmost intensity of our concern is about ourselves. We feel ourselves more vividly than we feel others. Only rarely are we able to cross over from our moat-surrounded selves to the world beyond ourselves. One of these rare happenings occurs when we deeply care about something or someone other than ourselves. This doubtless was what Christ had in mind when he said that "love" was the highest of all human experiences. Love is the identification of ourselves with something not ourselves. It is the surrender of our overmastering egoism. To use the familiar words: it is losing our life and thereby gaining it.

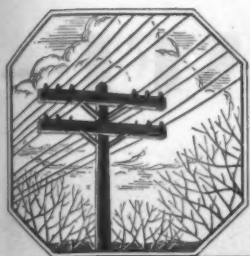
Psychologists have a word that is less shopworn than the word love. Their word is "empathy." Empathy is the power to feel *in*—to get inside the mind and spirit of the other person, to feel as he feels. No one can have genuine empathy unless he is able to divest himself of his own self-centeredness and *be* the other person as the other is to himself.

This is the hardest of all human experiences to achieve. In spite of our best intentions, we persist in being stubbornly, and self-centeredly, ourselves. Wherever we go, we carry ourselves along. And when we try to solve the problems of others, we inevitably tend to solve them in the image of our own experience, of our own special wisdom and desire.

The discipline of self-surrender is the greatest and most necessary of all human disciplines. Those who have achieved it in great measure—Christ and St. Francis—have become the spiritual leaders of the world. But all of us—and parents especially—have the need to achieve it in some small degree. It means that we make the never-ending effort to get beyond the hard crust of ourselves and actually live in the desires and interests and outlooks of others. It means that we recognize, as the chief end of life, the achievement of oneness with life—with every kind of life.

I saw a soldier looking at a small boy of two, who was digging vigorously in the sand as if he intended to let no mere earth surface keep him from getting to the deep secret underneath. "Some kid!" the soldier said, and there was love in his eyes. The soldier had momentarily stepped outside himself. He was feeling the urgent muscles of the child. For the swift moment, he was the child himself.

If we can in this same way step out of ourselves and be as our children are, we shall never lose them.



# Notes from the

## NEWSFRONT

**Good News.**—There have been many gloomy forebodings here and there that the American public is losing its head and is spending its increased wartime income irresponsibly. This, on the whole, is untrue. Americans are buying war bonds, increasing their savings accounts, paying off their mortgages, and clearing up old debts. A study of the current economic scene reveals that the solid, substantial part of the American public, particularly the homeowners, knows what to do with extra money and is doing it.

**Versatile V-Mail.**—The microfilm method of communication has many uses in addition to the principal one of getting mail to service men. It is used for reducing the weight and size of bulky records; for transporting vital information by photographs; and for obtaining permanent and easily handled reproductions of sketches, charts, and blueprints that need preserving. Someone has said—probably without much exaggeration—that the time may come when it will be possible to carry a small library in an ordinary envelope.

**Patriotic Paper.**—The paper shortage can be met in part if homemakers will make a point of doing four things: 1. Demand less paper wrapping in stores. 2. Use less paper at home for wrapping packages and kindling fires. 3. Economize on paper by writing on both sides, using wrapping paper more than once, and carrying your own shopping bag to market. 4. Save paper—all the paper you can—to contribute to the collection drives that take place from time to time.

**The Amazing Elephant.**—An elephant's tusks may weigh two or three hundred pounds and become an exhausting burden to him. . . . Big bull elephants sometimes thrust these tusks through a forked branch of a tree to rest their neck muscles. . . . The elephant's brain is protected by a skull nearly a foot thick. . . . The elephant cannot run, trot, gallop, or jump; his pace is always a swinging walk, which he can speed up, on occasion, to twenty miles an hour for short periods at a time.

**Babies and Babies.**—The smallest baby mammal known to science is the opossum, which weighs about a fortieth of an ounce at birth. The largest is the baby blue whale, which weighs about seven tons.

**Busy Bees.**—The value of the ordinary honeybee to the American farmer is far greater than the mere value of its honey. A number of staple American crops are dependent on fertilization by pollen carried by honeybees.

**Progressive Three.**—There are three hospitals in this country whose medical staffs are composed altogether of women. These are the New York Infirmary for Women and Children, the Women's and Children's Hospital in Chicago, and the New England Hospital for Women and Children in Boston.

**Portable Plants.**—The United States of Soviet Russia has received and reassembled two complete wartime industrial plants shipped in crates by the United States of America.

**Family Plane.**—It is believed that to most Americans the attractive thing about postwar aviation will not be the possibility of foreign travel at reasonable rates but the possibility of owning a family helicopter for going to school and to work.

**Getting Wise.**—Through the "Know Your Money" campaign recently conducted by the U. S. Secret Service to teach citizens how to recognize counterfeit money, the amount of such currency in circulation has been reduced from \$1,000,000 in 1937 to \$22,000 in 1943.

**Grabbers.**—In addition to their homeland, the Japanese today are holding territory with a total population of 310,000,000. This is 43 per cent more persons than are living in Nazi-occupied countries.

**How's Your Medicine Chest?**—Wartime shortages of doctors and nurses make it necessary to keep a sharp eye on home medical supplies. Does your bathroom cabinet contain an antiseptic, such as iodine or mercurochrome? Plenty of sterile gauze for bandages? A roll of zinc oxide adhesive tape? A package of absorbent cotton? Boric acid for inflamed eyes? A clinical thermometer? It's a good idea also to have a pair of scissors in the cabinet, so that no time need be wasted in looking for them when an emergency arises.

**Heroes.**—At a recent gathering at the University of Hawaii, sixteen Japanese-Americans were awarded the Purple Heart. Each of them was wife, sweetheart, or next of kin to a Japanese-American soldier killed in Italy.

**Jungle Inhabitants.**—In New Guinea there are seven-foot lizards that can climb trees. They are not dangerous unless cornered, in which case they defend themselves by lashing out with their heavy tails. New Guinea also has a crocodile thirty feet long. In the South Sea islands lives the wolf spider, which measures about six inches across and is covered with hair, but is quite harmless. Mess sergeants in the South Seas fight a continual battle with enormous cockroaches, but flies, gnats, bees, and beetles are no larger than those in the States.

**Specialist in Human Nature.**—A painter on the East Coast, having finished painting a wall, put up the usual signs reading "Wet Paint." But he also took care to paint a blob about two feet square on a large loose board that was lying about. This he stood up in a prominent place, with a sign reading "Test Here."

**Largest Membership on Record.**—As this issue goes to press, the membership of the National Congress of Parents and Teachers is well over 3,000,000.





# USAFI—

## The Army-Navy School with the *World* Campus

**I**F your sons and daughters are in the Army, Navy, Marine Corps, or Coast Guard, they have the chance of their lifetime to continue their education while they are in the service. They can enroll in a school that operates a world educational network, bringing this opportunity to them wherever they are stationed—whether in the far-off Aleutians, in the deserts of Africa, or on a lonely atoll in the South Seas.

The school is USAFI—the United States Armed Forces Institute. It is operated jointly by the Army and the Navy to bring off-duty educational opportunity to men and women in the service. Its headquarters are in Madison, Wisconsin. Branches are operated in European, Middle East, Alaskan, South Pacific, and Southwest Pacific war theaters.

More than a hundred thousand students are already enrolled. New students are joining up at the rate of more than 10,000 a month.

Every day more than a ton of mail piles up at Institute headquarters—letters from men and women stationed in far corners of the world who want to devote a part of their off-duty time to continuing their education while in the service.

These letters are as varied as the individuals who write them. One service man may be prompted by a desire to be a better plumber; another, by a desire to finish high school or perhaps to enter law school after the war. All are

potential Institute students, about to join a body that represents every walk of life and all stages and ages of educational development. The student roster of the Institute includes farmers, college professors, high school students, accountants, salesmen, and orchestra conductors—a cross section of America itself.

The men, through their letters, paint a word picture of their particular ambitions. Here are several letters from one day's mail:

"I am a student of North High School in Worcester, and I am in the Agriculture Department there. In about a week I am going in the Navy. I would like you to send me your catalog on the courses I could take when I go in the Navy."

"A friend of mine, now stationed in New Guinea, asked me to obtain information about the possibilities of continuing his studies while in service."



## LIEUT. COL. CARL W. HANSEN

*Commandant, United States Armed Forces Institute*

"I am interested in pursuing my studies in preparing myself for civilian work when I am discharged from the Navy."

"Kindly send me all information possible on the study of Air Conditioning, which is one of the Institute courses."

"Corporal ..... of this post desires to take a course in Shorthand in the Spanish Language. Request information pertinent to this subject be forwarded to this office."

"Would you please send me information on courses that I may take through your office. I have completed high school in the states. Would you also suggest courses which would be handled with less difficulty on board ship."

"Request information if work of graduate level may be obtained through the United States Army Forces Institute in the field of Education with major interest in the subject of Industrial Arts."

These excerpts are typical of the thousands of letters received each week. They differ in form and accuracy. They do, however, have one thing in common. They are a spontaneous expression of the service man's ambition to get ahead. To many the Institute represents a link with home. As such, its service is invaluable in the building of morale. To the boy who left high school "USAFI" becomes his physics class, his study hall; to others it maintains a relationship with his college, university, or former job.

### A World-Wide Schedule

WHAT, then, is this school which has been labeled "Foxhole University," "The Largest University in the World," and "The School with the World Campus"?

The directive that set up USAFI defines it as a school intended "to provide continuing educational opportunities to meet the requirements of the command; in particular, to furnish assistance to personnel who lack educational prerequi-

WHEREVER they are, in the United States or overseas, your sons and daughters have a remarkable chance to continue their education through the Armed Forces Institute. The scope of this program is amazing, and its efficiency has been proved again and again. Many of the leading colleges and universities of the land are cooperating to make the program effective. In this article you will find information of immense and immediate value to your young people in the Army, the Navy, the Marine Corps, or the Coast Guard.

sites for assignment to duty which they are otherwise qualified to perform, and to assist individual soldiers in meeting requirements for promotion; to enable those whose education is interrupted by military service to maintain relations with educational institutions and thus increase the probability of the completion of their education on their return to civil life."

The directive notwithstanding, those who work with USAFI believe that its functions are virtually indefinable. It is not a school as we have been taught traditionally to think of a school. It grants no academic credit, nor does it recommend academic credit. It has no prescribed curriculum or specific courses that service men must take. It is in reality a *service agency for service men*.

For administrative purposes, the Institute is organized around Registration, Instruction, Guidance, Testing, Accreditation, and Curriculum Sections.

The Registration and Instruction Sections are concerned chiefly with the actual mechanics of course offerings and the bookkeeping entailed in registering service men for particular courses. The Institute itself offers at the present time sixty-three correspondence courses. This number

will be substantially expanded in the near future. These courses will range, as do present offerings, from strictly vocational subjects, such as carpentry, to purely academic subjects, such as trigonometry.

Most Institute courses range in educational level from junior high school to junior college. The



materials needed for the study of these courses are provided directly by the Institute. The lessons that the soldier or sailor sends in are graded under contract with the University of Wisconsin. Upon the completion of any one of these courses, a certificate of completion is sent to the registrant. His accomplishment is entered on his service record.

What does it cost? To enlisted soldiers and to all personnel of the Navy, Coast Guard, and Marines, just \$2.00. There is no further charge as long as satisfactory progress is maintained. In other words, a service man could theoretically take the entire Institute offering of sixty-three courses for \$2.00.

There are also some eighty colleges and universities cooperating with the Institute. Each of these educational institutions offers a wide range of educational subjects. Although the student enrolls for these college extension courses through the Institute, all lessons and matters of instruction are handled directly by the educational institution concerned. The Government pays one-half the cost of the course, including tuition and text fees up to a maximum of \$20 for any one college extension course for enlisted personnel of the Army and for all personnel of the Navy, Coast Guard, and Marines.

In addition to the individualized correspondence courses offered through the Institute or through the universities, there are also offered "self-teaching courses." These courses are for those who desire to study on their own and who in many instances are in remote parts of the world. For these students the teaching and instruction are contained within the covers of the text. In the same way are offered review materials on standard subjects. Thus a man may need to have a knowledge of arithmetic on his military job. He is not interested in a course but in reviewing something that has become "rusty." For this purpose the Institute provides him with "review arithmetic."

### Credit and Guidance

IT AT once becomes evident that in such a program a real problem of proper guidance is involved. As evidenced by the excerpts from the letters at the beginning of this article, the problems faced by our service people are many. Typical solutions of problems that were initially in the guidance area are given in the following excerpts of letters from high school principals:

"One of our former pupils, A. G. Y., has been in training at the Keystone Radio Schools, Bedford Springs, Bedford, Pennsylvania, for some time. He

did not qualify for graduation from this high school but now finds that a high school diploma is very necessary for his advancement in the Navy. He is anxious to complete the unit which he lacks. I have understood that one of the functions of the Army Institute is to care for such cases as this, and I have told him that if he would complete the necessary units and his work could be certified by your institution that we would gladly grant him a diploma."

"The United States Armed Forces Institute does not grant credit, but as soon as you have completed your correspondence courses through them, have the Institute notify us of your work and results and then we will grant credit toward graduation. We will allow you two credits for each of the three suggested courses, which would give you the necessary number of credits for graduation (24 credits)."

"The Armed Forces Institute has submitted to us credits for our approval. We shall be glad to give you credit for '311—American History,' '341—Civics,' '411—Geometry,' and '7X2—Advanced Mechanical Drawing.'"

These "completed cases" represent but a fraction of the problems that initially fall in the Guidance area. The Guidance section provides information to assist service men in the selection of courses that will enable them to:

1. Increase their military efficiency.
2. Continue their high school or college work.
3. Undertake the study of an occupation or a profession, or become more proficient in the position to which they expect to return upon release from the service.

Advice about preinduction, enrollment, curriculum, transfers, "drop-outs," and course completions falls in this area. For many men such problems are intricate. To advise them, one requires a thorough acquaintanceship with Institute course offerings, a knowledge of the breadth of offerings of all the cooperating colleges and universities, and a working relationship with various occupations and professions of interest to service men. In order to give better service, the Guidance Section has written and assembled briefs on various occupations, course outlines, and descriptive course lists in various fields. It is continually conducting research so that requests for information may be more adequately met.

The Accreditation Section will assemble a report containing all available information covering the in-service training or recruit training service schools attended, training courses completed, and results of correspondence courses completed. This report is forwarded to the service man's high school or college for evaluation in terms of academic credit. For the service man who desires that a record of his military training be forwarded to a prospective employer, a similar re-



port is assembled by the Accreditation Section. For example, a man may have been a "wire man" with a telephone company prior to his entry into the service. Let us say that because of his previous civilian experience he was assigned to a Signal Corps school to study communications for a period of three months. His service job involved the installation of communication systems between the front lines and headquarters. This man desires, upon release from service, to reenter the employment of his original firm. Not only will the service man desire that his employer be informed of the skill he has developed in service, but his employer is anxious to know of the service man's military training in order that he may be placed in a more responsible position. In case the service man desires that such a report be made to either his former school or his employer, it is only necessary that he make application to the Institute by filling out the accreditation application form, "Request for Report of Educational Achievement."

### The Service Man's Opportunity

**I**n order that the military experience and training of each service man may be presented to school authorities in such a manner that it may be readily evaluated in terms of academic credit,

the Examinations Staff of the Institute has prepared many examinations covering subject fields of learning, end-of-course examinations for correspondence courses, and examinations to test the general educational development of service men on the high school and college levels. The services of the Accreditation Section have received the endorsement of accrediting associations throughout the country.

As far as military conditions will permit, the Army and the Navy are attempting to enable service men to look after their individual educational welfare while they are fighting this war. Parents, wives, and friends may contribute to the Institute program by telling service men what the Institute offers—and by representing Institute services not only as an opportunity to be grasped but as a responsibility that must be shouldered by the service man himself. If he is in the Army, the soldier should ask his Orientation or Special Service or Education Officer how to enroll; or he may address a letter to the Armed Forces Institute at Madison, Wisconsin. If he is in the Navy, he should see his Educational Services Officer.

The value of the Institute lies not in the opportunity it represents, but in the use the soldier or sailor makes of that opportunity to continue his education.

---

**T**HE continued sale of war bonds and stamps is absolutely necessary to winning this war. The Fourth War Loan Drive has revealed that, although organizations and business groups are buying satisfactorily, individual buying is in need of stimulation. And individual buying—steady, repeated, and sure—is the chief bulwark of the nation's wartime financial effort. Almost everybody can buy a bond, even if it is only a small one. Then, when that one is bought, almost everybody can buy another one.

Here's a suggestion that may help a great deal: Saving war stamps is an amazingly quick way to get yourself a bond. Starting with two or three twenty-five-cent stamps and buying another two or three every time you think of it, without too much preliminary consideration, will fill the album in no time—and there you have a twenty-five-dollar bond. Another book—another bond. And chances are you'll never miss the money! Most of us spend a couple of quarters every few days, at least, for something we don't really need. Buy war stamps instead—paste them in the album provided free for that very purpose—and help your country to victory and yourself to a first-rate investment!

# THE *NPT Quiz* PROGRAM

● *My eleven-year-old son seems to have no real interest in any amusement except going to the movies. I believe he would spend his entire waking life in the neighborhood theater if he were allowed to. How can I interest him in other things?*

ALL CHILDREN love the movies, but certainly there are limits to the interest they should take in the make-believe world of adventure and romance. It is the real world they will have to live in, and unless they learn in youth to appreciate the difference between the real and the unreal they are not likely to achieve much satisfaction in life as adults.

In your son's case, perhaps it is a question of resources. What other things are there that he can do? Are interesting activities available? Do he and his friends have space for baseball and other active games? Is there a public library near by, and, if so, does your son know how to make use of it and find for himself the delights of good reading? Is there a way in which you can interest him in learning some handicraft that will make use of his hands as well as his imagination? There is nothing like creative use of the hands to bridge the gap between the real world and the dream kingdom of the imagination.

The problem may be solved quite easily if you discover that the boy has not been offered any equally attractive alternative to the movies. On the other hand, it may be a deeper and a more difficult problem; he may be seeking the movies as an escape from something that is troubling him. Is all well at home? Does he have a feeling of comfort and security, a sense of the steadfast affection of both his father and his mother? How is his school standing? Is he frank and open about his school problems? How does he "get along" with other children? Many boys and girls, deeply worried by some fear or anxiety they cannot bring themselves to mention, resort to day-dreaming or to the movies as a relief from the constant strain of their uncertainty.

This, of course, is a form of mental illness and

should not be met with severity. Forbidding the child to go to the movies wouldn't do much good. What he needs in these circumstances is understanding and sympathy. It may take quite a while to discover the cause of his anxiety, but the matter should not be neglected.

● *My fourteen-year-old daughter insists on using lipstick and other makeup for which it seems to me she is much too young. What can I do?*

NOT MUCH, probably, except bow to the inevitable and help her learn to use it intelligently and attractively. Forbidding a girl of this age to use makeup at all, especially when all the other girls in her group are doing so, is likely to result in more harm than good; the number of little girls who whip out their compacts and go to work on their "shining morning faces" the moment Mother's back is turned is surprisingly large. This, of course, is highly undesirable; we don't want our daughters to acquire habits that are not open and straightforward. A little lipstick now and then is certainly preferable to deceit.

As a matter of fact, this question of makeup can become quite a bond between Mother and adolescent daughter, because most girls are intensely proud of having a mother they consider up to date. If an amiable consent is given to a moderate use of makeup, a girl in her early teens will nearly always listen to her mother's advice about just how much to use and how to apply it. She is a great deal more uncertain about the whole thing than she would ever admit, and secretly she welcomes a tactfully-guiding hand. Now is the time to begin building up in her mind the distinction between flashiness and good taste. If she is carefully



© H. Armstrong Roberts

---

**T**HIS quiz program comes to you through the facilities of the National Parent-Teacher, broadcasting from Station HOME. The questions here dealt with are among the many that come repeatedly to the notice of the Magazine's editors.

---



guided through the initial stages, she will not be in much danger of sacrificing her looks and genuine charm to the doubtful claims of "glamor."

● *Our twelve-year-old son, John, has suddenly begun walking and sitting in a slumped-over posture that disturbs us very much. He has heretofore maintained a good posture. What is the matter, and what would you suggest we do about it?*

JOHN IS at an age when a little special attention to his diet may be in order. Is he developing a habit of racing through the kitchen, seizing a cold sandwich on the way, and disappearing until time for the next meal? If so, he may not be getting all the food elements he requires. A complete physical examination by your family physician might reveal a physical cause for his suddenly altered habits of posture. And once the physical cause has been discovered, it should, of course, be corrected.

If your doctor finds nothing wrong physically with John, look for possible emotional factors. The boy is verging on adolescence, and an adolescent's slumped-over posture may be an expression of insecurity, shyness, embarrassment, or self-consciousness. Perhaps John needs a little social guidance to help him present the "smooth" appearance he may be beginning to think necessary.

Lectures and nagging will be useless—will, in fact, probably aggravate matters. If you can get John interested in some form of sport that increases muscle tone, it will probably help. Swimming, climbing, and hiking are particularly good.

In this, as in all other situations of early adolescence, patience is a cardinal virtue. No boy or girl of this age was ever straightened up, either literally or figuratively, all in a moment. Time and perseverance, however, should bring the result you desire.

● *As a teacher, I am troubled about a certain boy in my English class. He comes from a brilliant family, but he himself, though a good average student, cannot be called outstanding. He is well liked by the other students, both girls and boys, but at home he suffers through constant comparison with his older brothers and sisters. This is beginning to affect his work.*

HE IS a fortunate boy to have a teacher who sees his problem so clearly and is willing to devote time and thought to helping him solve it. A satisfactory solution must be reached, or the boy's personality development as well as his school work will be affected.

It seems reasonable to suggest that you get in touch with his family and talk over his school standing with them, emphasizing the fact that he is an excellent "school citizen," a potential leader among his fellows, and scholastically not below the average. A family composed of such highly intel-

ligent persons should not need more than a hint of what is happening and is likely to happen if they continue to compare the boy unfavorably to his brothers and sisters.

In school you have an opportunity to build up the student's confidence in a number of ways. You can show him that you and the school appreciate his steadiness, his dependability, and his likable personality. You can provide him with work he can do especially well, thus giving him frequent "experience in success."

More and more emphasis is laid nowadays on education for democratic living, and in such education it is not always the intellectual giant who excels. Friendliness, justice, and faith in one's fellows may be more important than a consistently high level of scholarship. The ability to win and keep friends is valuable, and the ability to lead others without arousing antagonism is priceless. These may carry the boy you describe to greater heights than any other member of his family has yet reached, even if they are right in assuming that he is their intellectual inferior.

And it is not at all certain that they are right. Many men of outstanding genius—Thomas A. Edison is a prominent example—were considered anything but brilliant in school. Time and time alone will tell how good an estimate this boy's family have made of him. Meanwhile, both they and his teachers should bend every effort toward erasing any harm that may already have been done and toward helping him realize his full capacities.

● *My husband and I so often disagree as to what is best for our children that it is very difficult to "present a united front" in matters of discipline. How can we solve this problem?*

TO BEGIN with, when a question of discipline arises both parents are not likely to be directly involved. A sterling old rule that has worked for generations is for the parent who is *not* directly involved to remain silent and inactive throughout the episode. If he disagrees with the other's handling of the matter, he can make his objections clear in private; then both parents, consulting together, can formulate a united policy for future occasions. If the objection is immediate and important, it can still be put forward in private; if it is then necessary to change the decision, the child should be given a full explanation of the reason for the change.

These principles will be found to cover many of the disagreements that arise in the ordinary course of affairs. They will not, of course, cover basic and vital differences of belief and approach. If such differences exist, the couple will do well to consult a child guidance expert and agree to abide by his decision.

# When a *Child* Learns Slowly



© Harold M. Lambert

**O**F all the handicaps common to man, there is none from which parents shrink more than that which marks a child as "subnormal," "mentally retarded," "mentally deficient," or—worst of all—"feeble-minded." A physical handicap—deafness, blindness, a crippled body—brings sorrow enough; most parents, nevertheless, have the courage to face such a situation and to provide for the child all possible care. But let there be a serious mental defect, and immediately one finds an instinctive desire to cover up, to explain away, to expect it to be outgrown, or—in extreme cases—even to hide the child from sight. For, in people's minds generally, there is a stigma attached to a mental disability that no physical handicap carries with it.

One can understand the emotional effect upon parents who find that a beloved child is not developing according to expectations, who are forced to face a diagnosis of mental incapacity, or who find that normal progress at school seems utterly impossible. One can understand, too, their inclination to blame the school for the child's failure,

ELISE H. MARTENS

to feel that teachers are not using the right approach—and perhaps they aren't—in helping the child to learn. Everyone wants his children to be as bright as his neighbor's. But when all the evidence is in, pointing to serious retardation in mental growth, that parent will do most for his child who frankly recognizes the fact and plans accordingly.

## Profit by Their Experience

### Meet Billy

I shall never forget Billy, whose acquaintance I made in my college days. He was the son of a university professor, a brilliant classical scholar, with a cultured and attractive wife. Billy was an only child, and his parents had many fond ambitions for him. But Billy's mind never grew up, and the deficiency in his behavior, speech, and general appearance became marked. I first met him when he was about twelve years old. It was in his parents' home, where a small group of students gathered for conference. Was Billy sent to bed or otherwise gotten out of sight? He was not. His father brought him in, a small, well-behaved, neatly dressed lad, and introduced him to the group. Then his mother led him away to another part of the spacious living room and occupied his time pleasantly with books and pictures.

After that, I saw Billy often in this university

**E**VERY community has some children whose strength lies not in academic achievements but in manual skills, and sometimes in very simple ones at that. When we can look at their problem objectively, as we look at a physical handicap, when we are willing to meet their great need for special guidance and service and *recognize the contribution they can make in their own way*, the prospects will be brighter for all concerned.



town, walking and playing about the streets that were near his home. Always immaculately dressed and well behaved, he came to be a familiar figure and made many friends. His handicap was too severe to make public school attendance feasible. Consequently, what he was able to learn from books he learned at home. Social contacts were his at every opportunity his parents could provide. That was the only way they knew to help Billy to meet the world, and they trusted to the understanding of other people in meeting him. Any idea of a stigma attached to the situation was foreign to their thought, tragic as the boy's condition must have been for them. They accepted it as one of those accidents of nature which as yet we have no sure way of preventing, and they did their best for him. They were meeting the challenge.

In this particular instance the parents preferred to keep Billy at home. Under different circumstances they might have sent him to a private school or to a state institution for mentally deficient children. There are such schools in practically every state. But for a large number of parents the cost of a private school is prohibitive, and they shrink from committing their child to a state institution for the feeble-minded. Yet many of these institutions carry on excellent educational programs and make it possible for children to work and play with other children of their approximate age and intelligence. A visit will convince anyone that seriously deficient children are frequently happier there than they would be at home. Unfortunately, it is not always easy to enroll a child, for many of these state schools have long waiting lists. In a number of states facilities need sorely to be increased.

But relatively few of the persons who are rated as "subnormal" are as seriously deficient as Billy was. Ninety per cent of them are of a higher level than this. They are living in the community, participating in family and social life; the children among them are attending our schools. They are

slow learners, to be sure, but most of them are fairly capable of taking care of themselves and becoming good citizens and workers in fields within their interest and capacity. Whether their limited mental ability is the result of limited opportunity and training, of limited heredity, or of accident or disease is a question that has consumed years of research on the part of many scientists. Probably all these factors are involved, and in particular cases any one of them may be predominant. Whatever the cause of the condition, there is a threefold challenge to be met by parents, teachers, citizens, and legislators: *first*, to

see to it that all possible obstacles to each child's maximum growth are removed; *second*, to see to it that every child has his chance to reach the heights of achievement; and, *third*, to see to it that no child is forced into channels of activity unsuited to his particular type or level of ability.

#### *Jim and Susan Need Help*

Jim and Susan, brother and sister, were recently in the news. Susan was nine and Jim was ten. They were picked up by the police about a month ago and brought into the Juvenile Court on charges of taking food

from a restaurant, pop and candy from a newsstand, and a loaded gun from a parked police car. Investigation showed that the youngsters already had a record of petty thefts and general "nuisance behavior."

The parents claimed that they could not control the children; they were both working and had little time to give them. The school reported both Jim and Susan as they were irregular in attendance, failing in the classroom, and obviously retarded in mental growth. Classes were crowded, and there was no way of giving these children the special individual help they needed.

In this case the challenge was clearly *not* being met. The parents were not meeting it, for the children had no security at home. The school was not meeting it, for it was not helping, even in a



© Ewing Galloway

limited way, to solve the children's learning difficulties. The citizens of the community were not meeting it, for they were not willing to pay the price of the special services that Jim and Susan needed both at school and in the hours after the school day was over.

It is a well-known fact that out of the ranks of Susans and Jims comes a large proportion of our delinquent youth. Faced with difficulties, of adjustment, unable to cope with standard school requirements, misunderstood or neglected at home, baffled by experiences of failure, and suggestible to a marked degree, they resort to questionable associations with other youths among whom they can gain recognition and find adventure. In most of the training schools for juvenile delinquents, the average intelligence quotient of the boys and girls enrolled is below normal.

### The Brighter Side

**B**UT these things need not be. There is a brighter side to the picture. Take George, for example. He was the third of four children in a family of the great middle class to which most of us belong. It was a happy family—good parent-child relationships, wise parental supervision, and needed physical care and nutrition. The time came when all the children were in school, even Betsy, the youngest of them. Betsy made good progress, as did the two older children. But George seemed to be floundering in his school work, despite his teachers' continuing attempts to help him. It was puzzling to everybody.

There came a day—an embarrassing one for George—when Betsy was in the same grade with him. And then another day—more embarrassing—when she was ready to move ahead and he was not. It was then that mother, teacher, and principal had a serious conference. Was there anything physically wrong with George that could be an obstacle to his learning? Any eye or ear trouble? Any nutritional deficiency? No, there had been a thorough medical examination, and George had

been pronounced in good physical condition. Were there any conflicts at home that caused an emotional block and disinclination to learn? No, George had never been teased or blamed for his lack of progress, or compared unfavorably with the other children. His attitude appeared wholesome, but he was growing daily more discouraged by his failure to do acceptable academic work. Did George have any interests outside of school—any hobbies at home? Yes, he was always tinkering with something or other in the basement or in the garage.

That was the clue that helped to make George a happier boy. Ambitious as the parents were for all their children, they faced realistically the differences among them and were ready to work with the school in making different plans for them, without forcing any one of them into activities for which he was not suited. The school, in turn, placed George in a group of children having similar difficulties, put a specially trained teacher in charge, and gave him all the opportunity for success that he craved in handling tools. And society—the citizens of the community and the state in which George lived—paid the price of the special teacher and other guidance services that George needed as he went through the years. Even the legislators of the state had done their part in providing special school funds for the extra cost involved.

The other children of the family attended high school and planned for college. George left school at sixteen and found a job in a war industry. There he is today, making good despite his academic limitations, proudly serving in the cause of his country. Parents, school, and society all met the challenge, and as a result this one boy—and others like him—were saved for productive service and citizenship.

It is an established fact that children unable to do ordinary book learning are not excluded from taking part in the work of the world. Our job is to find what they *are* fitted for, what they *can* do, and to give them a chance to do it.

---

### PATIENCE AND IMPATIENCE

Whoever is out of patience is out of possession of his soul. Men must not turn bees, and kill themselves in stinging others.—BACON

He that has patience may compass anything.—RABELAIS

Patience is bitter, but its fruit is sweet.—ROUSSEAU

Impatience turns an ague into a fever, a fever to the plague, fear into despair, anger into rage, and loss into madness.—JEREMY TAYLOR



# Editorial

DOROTHY CANFIELD FISHER

FROM its first appearance on the American scene, I have highly prized the P.T.A. It has seemed to me a wonderful new possibility in the life of our democracy, a splendid tool being forged which would, if properly used, meet modern needs untouched and unmet by many older organizations.

It was something new under the sun—a group of human beings brought together by none of the old bands of common beliefs, common standards, common tastes, but by a common need—the need to stand back of the public school system on which their children's welfare depended. Never, I think, did so diverse a group try to work together. The absolutely mixed and heterogeneous character of the membership of the P.T.A. is like a symbol of the citizenship of our enormous nation. As such, it is, in itself, of importance to us.

This hit-or-miss quality in the membership of the P.T.A. is representative of the hit-or-miss quality of our people. It is a quality new to the world of today, but it will not be so new to the world of tomorrow, with all humanity moving closer together on a shrinking globe. The success of our American Federation, its strength, its steadiness, have astounded those like the Nazis who thought that only in complete homogeneity could unified strength be found. This is a good omen for the P.T.A., which must work with a membership of people thrown together by chance and geography, not by choice.

That the P.T.A., beginning from nothing, emerging as a brand-new, untested effort, has grown stronger year by year, is astonishing, is heartening to those who believe in the American principle. That it has been slow to develop all its potentialities should discourage no one. It is an essential part of the organism of democracy, and that organism acts slowly because so many are concerned in making its decisions.

It is natural that in its beginning period the P.T.A. should have concerned itself largely with material, tangible improvements in school property; with the daily operations of school life, better food for the children, better medical and dental care, better playgrounds. These were needs plain to everyone's eyes. It has been well to stress them. We forget how recently parents knew nothing and did nothing about the welfare of school children. It is an enormous advance just to have father and mother step inside the schoolhouse.

That step is taken toward a fuller sharing by our democracy in the responsibility for schools.

The steps forward for which we may hope in the future seem to me to be: 1. A fuller, more active participation in P.T.A. doings by *all school officials*, from janitors to superintendents—and especially by teachers, of course. They have, for the most part, been unimaginatively slow to make use of this contact with parents. 2. A greater emphasis laid in P.T.A. meetings on understanding the aims and practices of education. 3. More continued study of the findings of sound psychologists as they relate to children. 4. A very, very much greater political, citizen's, and voter's responsibility felt and shown by P.T.A. members in the matter of standing up for our schools at the polls and in political discussions. This is of prime importance. Such an organization as the P.T.A. should be able to stand guard over our schools against attempts on the part of dishonest or irresponsible politicians to starve them or to exploit them. By this last I mean not only using political influence in securing positions for teachers, janitors, and other school people; but, what is far more dangerous, trying to force teachers to teach certain fixed dogmas to their students rather than leading them to use their young minds actively in searching for truth.

Every single member of every P.T.A. is a voter. Such a group of voters, if intelligently aware of the real spiritual and intellectual needs of growing children, could be invaluable in safeguarding and fostering that free, open-minded use of human intelligence for which our schools exist.

---

**W**HAT Dorothy Canfield Fisher has to say is always important. But when what she has to say pertains to the P.T.A., it becomes of momentous importance to the 2,600,000 men and women who belong to the organization. The *National Parent-Teacher* takes particular pride in sharing with its readers Mrs. Fisher's evaluation of parent-teacher endeavor to date and her suggestions for its future progress. Says Mrs. Fisher, "This statement is written out of the most ardent hope that the organization will prosper, grow, develop. It is urgently, imperatively needed—a part of the pattern of our American life without which our school system would be incomplete."

# War Comes to Liberty Hill

## INCIDENT IN HISTORY

BONARO W. OVERSTREET

**D**EBORAH!" The word was compact with dismay. "Deb, what's the matter?" The rumpled figure on the couch burrowed deeper into the pillows.

"Deb—" Feeling big-handed and helpless, Tom Talcott sat down on the edge of the couch and smoothed the hair of his sobbing daughter. "Anything about Larry? Is that it?"

Her head shook a muted negative.

Tom looked around the room, as though seeking a clue. This wasn't like Deborah: she wasn't the crying sort. Where, he wondered, was Miriam. She'd know better what to do.

"Where's your mother, Deborah?"

A sob-blurred voice answered, "Red Cross."

Of course. Miriam had said this morning she'd have a pint less blood when she saw him again. Well, there was nothing to do but wait. He couldn't pester the child.

Tom stroked her hair—and remembered, suddenly, how she had come down to breakfast one morning in a state of dramatic agony: "I'll never be able to look like anything—not with this—this potato-colored hair!" He let his fingers comb through the brown softness. It would be a very aristocratic potato that had that color.

In the still room, he sat still. The sobbing had stopped. The only sounds were the tapping of gusty leaves against the window and the thin singing of sap in a log on the fire.

Waiting, Tom thought about Deborah. She'd gone through plenty in her fifteen years: a broken arm when she fell from her bicycle; scarlet fever, with a too-long aftermath; then that car accident, with weary months in bed. It had made it hard for her to catch up at school, but it hadn't damaged her stoutness of heart. And now—well, whatever had happened, it wasn't like her to crack up. Even as a toddler she'd had courage.

Courage. He'd never been one to blame people who weren't brave. But he'd never been able to get over being humbly and proudly surprised at the plain garden-variety courage of people he came across. He'd seen it in soldiers in the last

war—in men whose businesses had folded up during the depression—in men who came, during those dark years, asking for jobs he couldn't give them—in Deborah, that time the doctor set her arm—in Miriam, when the wire came about Blake's death in action.

The other day, when some men in the store had been talking about the world they wanted after the war, he hadn't said anything himself—not out loud. But he had listened, and he had said to himself, "I want a world that won't take advantage of the plain courage of plain people."

A log shifted on the hearth. Under his hand, Deborah stirred—sighed—turned over to stare into the fire, her face swollen and streaked with tears.

"Father—I've just been through the ugliest thing that's ever happened to me." A shiver went over her body. "I've got to talk to you about it."



© H. Armstrong Roberts



"Yes, Deborah." Tom himself shivered.

"Don't worry, father. It has nothing to do with me." She gathered her thoughts. "I don't know—maybe I can't make it sound as awful as it was. It was like—like having a crack open wide in the wall of some room you've lived in, and seeing ugliness and horror back of the wall. It was like seeing somebody you've always known walk up to a child on the street and twist its arm."

"Tell me, Deb."

"I'm trying to. But I don't know how."

"Listen. Just tell me what happened—the facts of the case."

"Well—it was in the school cafeteria. I went late to lunch, because I was working on the Annual. There was almost nobody left in the cafeteria, and I sat at a table with Isobel Cobb, Mabel Meyer, and a couple of others. Loretta Hill was one of them. You don't know the other girl, Clara Seymour. She's new."

"We sort of sat and talked. And then, somehow—I guess maybe because it was so grand out of doors today—we started talking about forming a picnic club. It sounded wonderful. We decided we'd each invite three other girls, and began saying who we'd ask. Loretta chose Mary Heath and Helen Shaw and a girl I don't know very well, Gladys Harper. Then I said I'd ask Esther and Carlotta and Karen Petersen—" She stopped and drew a hurt breath.

"That was when it happened."

There was the queerest silence, suddenly—all stiff and uncomfortable. I looked around—knew I must have said something wrong, but didn't know what. Isobel was sort of staring down her nose. You know, just the way her mother does. And Mabel Meyer was watching her, waiting to follow her lead, exactly the way Mrs. Meyer always watches Mrs. Cobb. The others looked sort of embarrassed—and the queer silence lasted and lasted—and then Isobel said, 'We don't want a lot of foreigners.'

"I was more surprised than anything, and kind of dumb, I guess. 'Foreigners?'"

"There was another awful silence. And then Isobel said, 'Well, after all! You can't really call them *Americans*. Carlotta's Mexican, and Esther's a Jew, and Karen's father and mother are such Swedes they don't even speak English. Maybe we have to have people like that in America, but we've decided we don't want them in our crowd any more.'"

Deborah swallowed hard. "She said it just like that, father: 'We've decided we don't want them in our crowd any more.' And it sounded—oh, I can't tell you. It sounded ominous and cruel—and somehow *dirty*. It did, father. It sounded putrid—and don't tell me not to say that word, because I'm not using it as slang. I mean it. Father, can words have a *smell*—a sort of stench about them? Because if they can, then her words had. Something awful had come into that room—as if—as if it had come up from the decaying underside of things. . . . Oh, I don't know how to say it!"

"You *are* saying it. I've never heard it said better. But what did you do?"

"That's part of the awfulness. I was so angry and shocked, I—I stuttered. I told them that it was wrong to talk that way; that it sounded like Hitler. I said Esther and Carlotta had always been part of our crowd, and had always been my friends and always would be, and that I like Karen a lot even if I don't know her very well. But honestly—I just sounded shrill. They sat there, with Isobel sort of smiling down her nose—and finally she said, 'Well, you know, Deborah, you *do* have queer friends.' And that silly little Mabel Meyer giggled."

"And suddenly—oh, father—I was *scared*! It was like having a nightmare really happen: the kind where something dark and spongy is closing in around you, and when you try to get your hands on it, it sort of—slithers. Well, this was like that. Honestly it was. Back of what Isobel said, there was something dark and spongy—and frightening."

Tom held her close with a comforting arm. "I understand. You've met what Dr. Clark talked about that night of the flag raising. Remember? *The ancient evil*. Man's cruelty to man. You've seen its eyes and its smile. You've heard its voice. And oh, Deborah, I'm proud you recognized it!"

"But I didn't *do* anything! Finally I just said, 'If you don't want them, I don't want to belong to your old picnic club.' That would have been all right, maybe, if I'd said it in a proud deliberate kind of way. But I didn't. My voice was high and—*childish*. Then I went away so fast I almost ran—without any—oh, without any dignity or anything. I went and tried to study, but I couldn't. So I cut history, and came home."

Tom held her off from him and looked at her. "Listen, Deb. Today you've grown up. I don't

**IT'S a proud moment when a parent discovers that an adolescent son or daughter has managed to keep, in these troublesome times, a true sense of values and a brave belief in the fundamental decency and rightness of the democratic way of life. This Liberty Hill story is both a warning and a challenge to every American whose Americanism is real.**

mean in years. What I mean is you've been initiated into maturity. You've been shoved right up against a moral issue and have chosen your side."

"But I did such a rotten job!"

"No, you didn't. You came through with flying colors. For you didn't get your values mixed. What does it matter if your words didn't come exactly right? Judging by my own experience, you'll spend the rest of your life trying to make them do that. And sometimes they will, and sometimes they won't, as long as you live.

"But if you'd done the other thing—hesitated, and then decided maybe it didn't matter much, you could invite some other girls just as well—then you might never have grown up at all—the way Mabel Meyer will never grow up if she lives to be a hundred."

Elbows on her knees, chin in her hand, Deborah stared into the dying fire. "Father."

"Yes?"

"This is a silly question, maybe. But I'd—I'd sort of like to know what to expect—all my life. Is it always so lonely, not stringing along with the crowd? I mean—I felt so *small* today, and so alone. I guess I can only be myself, however you answer—but I'd better know."

What words, Tom wondered, could he possibly choose with care enough to give a right answer to that question. At last he said, "Listen, Deb. In the long run, it's the only way *not* to be lonely. You'll feel small and separate a lot of times. But you would anyway. Anyone does. But if you'd let your friends down—Esther and Carlotta and Karen—because you wanted to escape loneliness, how would you have felt when you met them again?"

"Just awful—not comfortable any more."

"Would you have gone on liking them as much as ever?"

Deborah's answer was slow in coming. "No, father."

"Why not?"

"You know. Because I'd have learned to tell myself I was right in what I did."

"Would you have liked and trusted the girls you'd strung along with in cruelty?"

Deborah's young voice was intense. "I'd have hated them!"

"That's what I mean. There's never any escape from fear and loneliness when once you start stringing along with people you can't believe in. The other way—well, you feel out of things sometimes, and wonder if you were born queer. But you can trust those you trust—and you're not ashamed to meet them."

Tom paused, then went on. "Here's what I mean about your having grown up today. I myself can say things to you I couldn't have said even this morning. I wouldn't have expected you to understand. But now we talk the same language. It isn't just that you're my daughter, and that I love you. We're two people who want the same things for people. That's the only answer I know to the problem of living: you try to hold out for the common human decencies, and when you find people who talk your language you stick by them. That doesn't sound too lonely, does it?"

Deborah straightened her shoulders with a kind of surprise. She turned and looked at him. "Why, no. It doesn't sound lonely at all."

"Then you'll be all right, now?" Even as he asked, Tom knew the question was not necessary. For he saw in Deborah's face the dawn of a creative idea. It began in her eyes—it grew into a wide smile.

"Know what, father? Don't you think Esther and Karen and Carlotta would make nice charter members for an All-American Picnic Club?"

---

## THE HEART'S BEST TREASURE

A faithful friend is a strong defense; and he that hath found such an one hath found a treasure.—THE BIBLE

To let friendship die away by negligence and silence is certainly not wise. It is voluntarily to throw away one of the greatest comforts of this weary pilgrimage.  
—SAMUEL JOHNSON

Happy is the house that shelters a friend.—RALPH WALDO EMERSON

Blessed are they who have the gift of making friends, for it is one of God's best gifts. It involves many things, but above all, the power of going out of one's self, and appreciating whatever is noble and loving in another.  
—THOMAS HUGHES



# The Civil War at Plum Springs

A. L. CRABB

**O**LD Plum Springs, being a Kentucky community, had citizens who fought on both sides of the Civil War. What that can mean to village life, even many years afterward, only one who has "been there" can tell. In this merry tale of the Plum Springs school the reader will renew his acquaintance with Mr. Hackney and other engaging characters long familiar to the pages of this magazine.



© Ewing Galloway

**O**F ALL the teachers of my day at Old Plum Springs, Mr. Hackney remains most vividly in mind. He could be, and often was, a stern and harsh man; and then he could be, and sometimes was, an understanding and kindly man. I think now that it was his plan to keep the scholars (today the word is *pupils*) guessing. He could think up the most surprising things as teaching techniques, or as punishments.

Old Man John Horsley had fought through the Civil War under General Bedford Forrest, and he had never got over it. Old Man Madison Elkin had fought for four years under General George H. Thomas, and he had never got over it either. They met almost daily at Mr. Gray's blacksmith shop, and there the Civil War was called up from its long armistice and fought over again. Not physically, of course, but after almost forty years the vocal equipment of those veterans was in

excellent condition, and their quarrels plainly audible to the scholars sitting rigidly in their desks in the school across the road.

John Horsley, Jr., came along years after the war was over, but his father indoctrinated him, and he yearned for the war to start again so that with his help the South could win this time. Jim Elkin was openly aggrieved because he had not been born soon enough to share in the North's great glory. Time after time Jim and young John fought the war over again on the playground, physically, and time after time Mr. Hackney thrashed them with conventional thoroughness.

But Mr. Hackney grew tired of that routine, and out of his fatigue grew a determination to stop it. One morning at recess Jim Elkin remarked that Old Bed Forrest had run like a scared rabbit whenever Union soldiers came in sight. Then John Horsley hit him with a townball paddle, and the Civil War was on again.

Other matters, however, developed that prevented the war from being brought to its conclusion just then. Mr. Hackney came running, his crutches flying in all sorts of grotesque arcs. He laid vigorous hands upon the two boys and escorted them into the school house, but he didn't whip them. And that left them puzzled. It wasn't Mr. Hackney's custom to leave unfinished an item of business.

The boys knew that there would be more of this item anon, and that knowledge left them confused. Mr. Hackney didn't refer to the matter, and lessons followed their usual course. But when, at noon, he dismissed for dinner, Mr. Hackney went into action. John and Jim reached for their dinner buckets in preparation for the grand rush to the upflung roots of the oak tree whereon we ate our dinner. But Mr. Hackney very calmly took their buckets from their hands.

"I've just been reading," he said, "in Barnes' History, and it tells how the brave men on both sides of the war endured hardships. Surely, if you two boys wish to continue the Civil War, you are willing to endure a few hardships too. Until the war is over, you will be given short rations. Remember, please, that there were days when those

soldiers had no food at all." And that was that!

He took the two buckets to his desk, and we went on out into the yard and in a dazed way ate our dinners. To add to the irony of the matter, John and Jim were Plum Springs' leading trenchermen. They scowled and sulked throughout the day, but they went without food.

The next noon Mr. Hackney halted the two boys again. "Is the Civil War over?" he asked. Neither answered, and he took their buckets again.

The following morning neither of the boys appeared at school. None of us had seen them; none of us knew why they were absent.

WHEN we went out on the playground at recess, there were the fathers of the delinquent boys sitting out in front of Mr. Gray's shop. The Civil War hadn't quite started, but the preliminaries were obviously under way. Mr. Hackney saw them and went across the big road to where they were sitting. He spoke to Old Man John Horsley.

"Where's John?" And without waiting for a reply, he turned on to Old Man Madison Elkin, "Where's Jim?" Mr. Hackney was a stickler for attendance. Old Man Horsley fidgeted before those bright little eyes turned full upon him, then said:

"He didn't want to come. He said you took his dinner bucket away from him."

"So I did. Did he tell you why?"

"He ain't a-sayin' anything 'cept you took it away from him," answered Old Man Horsley. "That didn't look right to me." Mr. Hackney didn't answer him, but turned upon Old Man Elkin. "And Jim?" he said inquiringly.

"Jim said you took his dinner bucket away from him, too."

"Did you tell him to stay away from school?"

"Boy cain't study on a empty stomach."

"Seems like I've heard you were with General George H. Thomas during the Civil War."

"I shore was, and there ain't a better ginral—"

"Bed Forrest was twice as good a —"

"I haven't asked either one of you how good your general was," said Mr. Hackney crisply. "What I am asking you is, did you have all the food you wanted all the time you were in the war?"

"At the battle of Murfreesboro I didn't tech a bite for two days," said Old Man Elkin.

"We didn't have a bite for more'n three days time we was a-whuppin' your ole Ginral Thomas after the battle of Nashville," said Mr. Horsley.

"A-whuppin' Thomas!" Old Man Elkin manifested unmistakable sounds of a choking spell.

"Ain't that what Bed Forrest done?" yelled Old Man Horsley. "Ain't it?"

"You trying to make sissies out of your boys?" asked Mr. Hackney. "Yes, I said *sissies*. You had the best general in the world, and he let you go

without food for days. Yet you keep your sons out of school when they miss one dinner."

"Boy cain't study on a empty stomach," repeated Old Man Elkin rather feebly.

"Oh, he can't?" said Mr. Hackney with great sarcasm. "Then he must be pretty feeble. His father can fight two days without a bite to eat and live to brag about it forty years later. I'll tell you why I took Jim and John's dinner buckets away from them. It's because they fight so much on the playground, and I sort of wanted to weaken them so they'd be peaceful. I guess I tried the wrong way. The way to weaken your boys is to overfeed them. So send them on back. Put a lot more in their dinners, and I'll divide mine between them. Doing without didn't weaken their daddies, and I guess it won't weaken them either. And it's my aim to weaken them. You send them back and we'll feed them."

The old men sputtered, but they promised to send the boys the next day.

We saw the next morning that the war was about over. Both boys looked beaten and, curiously enough, relieved. "You willing to stop the war, John?" John nodded. "You, Jim?" Jim nodded. "All right," said Mr. Hackney, "you can have your rations now."

I DON'T know for certain what Mr. Hackney did with the rations he confiscated from Jim and young John, but I can make a good guess. Old Man Les Pink and his wife lived by themselves in a log cabin over by the Comfort Spring. They were old and just about helpless. There were times when, if it hadn't been for their neighbors, food would have been an infrequent item in that cabin.

Dr. Drake, on the day that John and Jim were first deprived of food, had stopped at the blacksmith shop to have a shoe tightened on his big sorrel horse. He had just come from the Pinks'. Mrs. Pink was sick, and Old John just about—only able to putter around. The doctor left them a dollar, but he said that if things weren't improved by the next day, somebody'd have to go and help them a bit. Mr. Gray, the blacksmith, told me about it later. He said that Mr. Hackney was there and heard what the doctor said, and that he had seen with his own eyes Mr. Hackney, both that evening at dusk and the next, hurrying along the path that led to the Pinks' cabin.

"That mean anything to you?" asked Mr. Gray. I nodded. And then it came to me that Mr. Hackney had seemed sort of disappointed when the boys on the third day agreed to a treaty of peace.

And that was the last of the Civil War that Jim and young John fought at Plum Springs. *Something* took the taste for fighting out of their mouths.





# POETRY LANE

## BOY'S LAMP

The boy was lying still, but he was hot,  
Wrath was in bed with him. The boy had got  
The lamp blown out on him, with Indians creeping  
On the log-cabins and the people sleeping.

He had to know what happened. He could not sleep.  
He went in his white night-tails down the steep  
Stairway. No one stirred in all the house  
Except a little truant hungry mouse.

The stars were large as lanterns in the elms,  
He held his tails up not to wet the hems  
With the dew, his thighs felt strange with night  
Around them and no breeches holding tight.

He got a bottle by the woodshed wall,  
The field beyond was not his field at all,  
It was ten times wider with the dark,  
And it was afire, spark on spark on spark.

He caught the wandering fires where they rested  
And lit the grasses up where they were crested,  
He put them in his bottle one by one,  
He held a glowing lamp when he was done.

The bearer of the light crept back to bed,  
He put his lamp close to the page and read.  
The lightning-bugs inside could not agree  
On sparking all at once, but he could see.

By intermittent flashes Redskins ran  
Smoking with the scalps of many a man,  
The boy read on with mouth and blue eyes wide  
While night held up her living lamp beside.

—ROBERT P. TRISTRAM COFFIN

## DISCOVERY

Look at the bole of the pepper tree!  
What do you see there? What do you see?  
Elfin doorways and circling roads  
Where the little carts carry their little loads.  
Not in the day, no, just in the nights,  
By the delicate glimmer of glowworm lights.  
But the green fronds veil and the berries swing  
Like wee red lamps and the mocking birds sing  
A clockwork song to hide the sound  
Of nocturnal wheels winding up and round.  
We'll keep it a secret, you and me,  
The elfin life in the pepper tree.

—VIRGINIA BRASIER

## TWO HOUSES

My neighbor's porch is very neat;  
No schoolbooks carelessly tossed down,  
No tracks of wheels or muddy feet  
Outside her door.

And all within is perfect too;  
Never a chair pushed out of place,  
No tumbled blocks, or rugs askew,  
No scurrying, small engines race  
Across her floor!

It gleams unmarred. Her hearth is swept  
Clean of all ashes; never here  
Are snapping evening fires kept,  
Making young faces gathered near  
To laugh and shine.

My neighbor's house undoubtedly  
Is everything a house should be—  
But I'll take mine!

—MARGUERITE CRIGHTON TUTHILL

## THIS ONCE WAS HOME

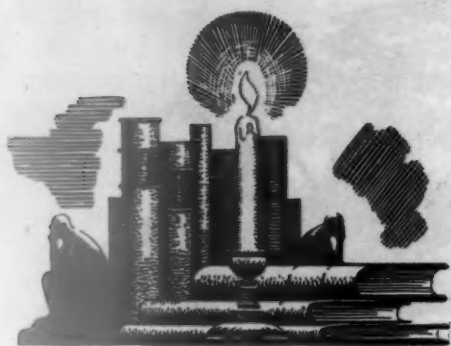
This once was home,  
Home of friends and associations,  
Home of the young and the old.

The plaster hangs from the weathered siding,  
And the blue and white of the wallpaper,  
Obscured from the sun through these many years,  
Shows vividly. Seventy summers ago  
My father's people moved away,  
Leaving a lone reminder on the rough beam:  
Exit, 1860. This message stands unerasd.

And coming in today I found the sun  
Streaming through the same windows. I found  
Its path of light across the room, its glow  
On the faces of a father and mother,  
And their two sons.

I might have found the good aroma  
Of a farm breakfast here.  
But I choked . . . The dust of the gray barn  
Bridged the years to now.

—LANSING CHRISTMAN



## BOOKS *in Review*

**THE STAY-AT-HOME BOOK.** By Cappy Dick. New York: Greenberg, 1944.

**T**HE creative element in play is used as the basis for the veritable treasury of ideas presented in *The Stay-at-Home Book*. Out of such ever-available materials as buttons, string, paper, paste, spools, seeds, flowers, sticks, putty, bottles, toothpicks, old magazines, and scraps of felt, tin foil, and ribbon or leather, a child can create dozens of pretty, amusing, or useful gadgets for his own pleasure or as gifts for his family and friends.

He needn't take a great deal of time about it, either. Nearly every "fun project" here described is simple enough to be accomplished within an hour—an important point with children, who easily become impatient with a task that is too long or too difficult. Many of these ideas can be executed in ten minutes or less. Each is explained clearly and is further simplified by a drawing or a diagram. The book is the best and most comprehensive answer to the rainy-day problem that has yet come to hand.

As the title suggests, too, it has its special wartime value. There is much emphasis these days on staying at home and on making home pleasures count. Family fun needn't be confined to rainy days, and Father and Mother, as well as the children, will find many of these little projects entertaining and worth while. This is a book for every family's shelves, especially "for the duration."

**CITIZENS OF TOMORROW: A Wartime Challenge to Community Action.** Washington, D. C.: Office of Community War Services, Federal Security Agency, 1943.

**S**EVEN POINTS of need among young people in an America at war are listed on the opening page of this valuable booklet: livable homes, good health protection, broad-scale education, opportunity for recreation and social contacts, effective work training and work experience, guidance and protection when in difficulty, and adequate law enforcement safeguards. The provision of all these benefits is declared to be the responsibility of the whole community.

"Every town," it is pointed out, "no matter how hard pressed, already has established machinery and resources with which to serve young people. . . . Most, if not all, community services are overburdened. But determination, ingenuity, practical planning, and persistent teamwork can overcome even this and other obstacles, and make the most of whatever is at hand."

The first step, it is emphasized, is to fill the gaps that now exist. Partners in this community enterprise should include school authorities, health agencies, law enforcement agencies, youth organizations, churches, the community recreation department, the local housing authority, industry and business, and, last but not least, the

young people themselves. A study of community assets and liabilities as they exist at present should be made the basis of action.

The bulk of the pamphlet is composed of messages from the heads of various Federal departments and agencies regarding the special needs of youth as seen from their several points of view. More than a dozen such messages are included, and each is of vital importance to any community that wishes to build a really comprehensive youth protection program. Education, health recreation, social protection, war activities, and vocational problems are dealt with. The booklet closes with an exhaustive checklist by means of which the organizations conducting the youth program can evaluate their efforts and estimate the results in practical terms. There is also a reference list of useful Federal publications.

*Citizens of Tomorrow*, which is obtainable from the office of Community War Services, Federal Security Agency, is a convenient supplement to parent-teacher war material.

**GUIDING THE NORMAL CHILD.** By Agatha H. Bowley, Ph.D. New York: Philosophical Library, Inc., 1943.

**B**OTH parents and teachers," says the author in her introduction, "need to recognize that growing up is not without growing pains, and that childhood is not altogether a golden age. It is important that they do not alarm themselves unduly, nor become too impatient with the child when he presents difficulties—when at two years he has tantrums, at three he is troublesome about food, at seven he is a little defiant. A little psychological knowledge will help them to understand and deal with these difficulties more wisely." It is this psychological knowledge—quite a bit of it too—that is supplied by Dr. Bowley's book.

The book begins with a discussion of the general characteristics of intellectual, social, and emotional growth during infancy. This is followed by a section dealing comprehensively with the preschool period. Major emphasis is placed on the preschool child's motor development, language development, thinking and reasoning, social-emotional development, and play. The difficulties encountered at this stage of growth and what to do about them are given serious consideration. Study course leaders of preschool sections of parent-teacher associations should find this part of the book especially interesting. Subsequent chapters deal with the middle years of childhood and the difficulties of development that are characteristic of this period; adolescence, development and difficulties; and children's reactions to war.

Written simply and sympathetically, this story of child growth should go a long way toward helping parents and teachers to develop the potentialities of a child so that he may achieve the most satisfactory personality possible.



# OUR PARENT EDUCATION COURSES FOR 1944-45

## GUIDING THE CITIZENS OF TOMORROW

A STUDY COURSE FOR PARENTS AND  
TEACHERS OF CHILDREN OF SCHOOL AGE

Directed by **RALPH H. OJEMANN**

September

### WHAT KIND OF DISCIPLINE NOW?

The increase in behavior problems at school and the rising rate of juvenile delinquency have made us acutely aware of children's difficulties in adjusting to wartime conditions. Many parents are wondering whether or not a different kind of discipline would have better prepared children for the problems of present-day living.

October

### QUARRELS AND TEMPER

The child who is constantly engaged in quarrels presents a problem at home and at school. What causes his aggressiveness? What place does it have in the building of citizens for tomorrow's world?

November

### WHAT ENVIRONMENT MEANS TO PERSONALITY

We all realize that healthy, well-fed children of school age have a great deal of energy. We realize also that it is not a simple task to direct this energy into constructive channels. But the personality cannot grow at its best unless it has work and play that are challenging and worthwhile.

December

### WHAT SHALL WE TELL CHILDREN ABOUT PEACE?

The child of school age is struggling to achieve self-respect and a feeling of personal worth. How can we stimulate him increasingly to make his decisions in terms of things that are worth while, things representing the fundamental values that are ageless?

January

### COUNSELLING WITH OUR CHILDREN

Practically every parent realizes that life presents many questions to which there are no single answers. How can parents and children work together to arrive at certain necessary solutions when neither knows the answers?

February

### SEX EDUCATION TODAY

Many people are predicting that after the war there will be chaos in the relation between the sexes. What kind of foundation would be most helpful to a child so that he will be able to deal successfully with sex problems?

March

### MAKING THE MOST OF SUCCESS AND FAILURE

Failures and successes may be helpful or harmful depending on the child's attitude toward them and the frequency with which he experiences them. How can we help him to gain from the experiences of failure and success?

April

### FAMILY RECREATION

During the war and for some time after we shall have the problem of vacationing without a car and without many other things we used to take for granted. A plan of recreation in which all the family participates has many values for growing children. How can an effective program of family recreation be built up?



## LIFE AT THE PRESCHOOL LEVEL

A STUDY COURSE FOR PARENTS AND  
TEACHERS OF PRESCHOOL CHILDREN

Directed by **ETHEL KAWIN**

September

### YOUNG AND HEALTHY

Healthy minds in healthy bodies are what we want for all children. What can be done in the preschool years to lay the foundations of good health?

October

### HOW "BRIGHT" IS THIS CHILD?

What has actually been measured when we find the I. Q. of a young child? What is its significance? How may it help us to guide him as he develops in these early years?

November

### HOW THE FAMILY HELPS OR HINDERS

The child's first important relationships are those with his own family. They make him feel *secure* or *insecure* in his world. If these relationships are good, they help the child in making all his later adjustments; if they are unsatisfying, they may handicap him throughout life.

December

### WHAT WILL SANTA CLAUS BRING?

Parents should give thoughtful consideration to the play materials they provide for their children, just as they do to the schools to which they send them. Both constitute environments that vitally affect a child's development.

January

### IS OBEDIENCE WHAT WE WANT?

What kinds of behavior should we insist upon from children of preschool age? What freedoms should they have? Let's work out a sound balance of freedom and discipline at this level.

February

### WHAT IS THE WAR DOING TO OUR CHILDREN?

Probably no group of human beings the world over has been more affected by the war than children of preschool age. We must try to understand the effects of war on little children so that we may give them the greatest protection possible during these critical years.

March

### THE A B C OF EMOTIONS

Every child has to learn the art of making friends. Learning to get along with others is a gradual process, and the child's emotional development plays an important role in his social adjustments.

April

### STEPPING UP TO THE SCHOOL LEVEL

Almost before we realize it, the toddler is ready to climb upwards. He takes a very important step up when he starts to school. What should we do to help him get ready for this great new adventure?

These courses were prepared especially for parent-teacher study and discussion groups. Their primary purpose is to help these groups gain the insight and the understanding that are needed for intelligent training of the young. The problems to be discussed are those that concern the present-day guides and guardians of children and youth and that will, from all indications, continue to demand attention.

It is true that American parents and teachers have never been more thoroughly aware of the need to develop healthy, happy, and well-adjusted citizens who will help to build a better world in which to live. Study course leaders are justified in demanding the best information available, the kind of information that fosters full, free, and many-sided discussions.

The parent-teacher courses for 1944-45 are presented in the belief that they will truly open the way for significant study and activity by conscientious parents and teachers throughout the country. The first article and a detailed program outline will appear in the September 1944 issue of this Magazine.

## Preparation for Parenthood

RALPH H. OJEMANN

*Associate Professor of Psychology and Parent Education, Iowa Child Welfare Research Station,  
and Chairman, Committee on Parent Education, National Congress of Parents and Teachers*

EVERYBODY is concerned nowadays about the reported increase in delinquency. We hear expressions of this concern from every part of the country. The close relation of home conditions to delinquency in children is clear; many people have suggested that delinquency is entirely the fault of parents. This may be an overstatement, but it is certainly true that home conditions are a very important factor.

But there is another factor that has helped us to see the importance of education for parenthood. A time of crisis forces us to think in terms of fundamental values. We begin to see that the things that are really worth while are those which have to do with people's relations to each other. In a time of crisis we see that it isn't so important how large a house one has, or how well furnished it is, or what "make" of car occupies the garage. We see that it is far more important how much confidence, respect, mutual consideration, and mutual enjoyment exist between parents and children, husband and wife, neighbor and neighbor.

A father and a mother who have two sons in the service recently said, "When our boys were little, we were very busy, and we often thought we didn't have time for them. We write to them every day now. Sometimes we wish we had taken more time for them."

This emphasis on the human values of happy home and family life is strongly in contrast to the confusion of the twenties and thirties. During those two decades many people felt vaguely that there was something vital in human relationships based on confidence and understanding, but they could not put it into words, and they did not know how to obtain it. Those who were attempting to redirect problem children and delinquents were coming increasingly to the conclusion that there is no substitute for relationships that exist in a good home, and during the thirties the methods of rehabilitating delinquents moved increasingly in the direction of carefully selected foster homes. But in the everyday world there was much confusion. On the surface of things, it seemed that personality needs were less important than were material needs and the urge to "get ahead."

It is well for us to think of these changes, for they help us to see our problem in perspective.

During the last war there was an emphasis on home and family life somewhat similar to that which we are now witnessing, but in the years following the war little attention was given to helping people learn to live together. Many found family life unsatisfying; the marriage rate declined; the divorce rate went up; and the birth rate started on a long decline.

### What Kind of Program Do We Need?

ARE we to witness a similar picture after this war? The answer depends upon what we as a society want, what we need, and what we are willing to work for. Shall we forget the importance of training parents, teachers, citizens—anyone who attempts to guide children—to understand child behavior and personality? Shall we pave the way for another rise in delinquency when another crisis comes upon us?

We now have definite knowledge about human development that, if put to work, could help us build a culture in which the personality of every child could flourish. This does not mean, of course, that we know all there is to know about children. We shall not reach that point for many centuries to come. But we do know that if parents take a little time to look into the causes of their children's behavior, using simple methods of study and correction, the number of behavior problems and the cases of actual delinquency can be reduced to an exceedingly small number. The number of children who become behavior problems and delinquents because there is something wrong with their bodies is very small. The number who become behavior problems and delinquents because of the things parents and teachers and citizens do to them is very large.

The number of marriages that end in dissatisfaction because no preparation could foresee the difficulty is very small. The number that end in divorce because there was no preparatory study of human relationships is very large. The shadows of the future can be changed!

Here again we must take a broad view. From what we now know, it is increasingly clear that understanding of human behavior and appreciation of the needs of the human personality can



begin early in the child's career. If all children, boys and girls, were given a chance to learn about human relations and to have some practice in interpreting their own behavior and the behavior of others, they would be much better equipped to build marriages in which the needs of husband and wife and children are recognized and met.

It seems fairly clear that young men and women, who, through their school work, learn about the needs of human growth will have a beginning appreciation of the needs of children. They will not be so likely to attempt to guide a child without giving him emotional security, affection, and self-respect from the very start.

We need stimulating, effective education in human development at the school level. If all children could gain, before leaving school, an appreciation of the fact that knowledge in the area of human development is a growing thing, they would realize as they grow older that if one is to apply the best that is known one must bring oneself up to date from time to time. They would also realize that there are details about child care that can be learned with most profit when they are about to be used.

We are at work on programs to meet this need. We hope to develop young men and women who will be ready and eager to build a culture in which human values come first.

In addition to the school program we need adult programs. And these adult programs should meet several requirements. We need a program for parents at each of the several age levels, beginning with prospective parents and parents of young infants. We need programs for parents of preschool children. We need programs for parents of elementary school children. We need programs for parents of adolescents.

### The Practical Approach

**A**LL THESE programs of education, to be effective, must be simple and efficient. Materials used may include motion pictures, radio dramatizations,

**N**EVER was there such a demand for parent education as there is at present. How can parent-teacher associations meet this demand? What kind of program will best serve the purpose? In what way can current knowledge about the needs of the human personality and the nature of satisfying human relationships be made known most effectively to the largest number of people? This article represents an exploration of the foregoing questions by a specialist in the field of personality.

picture books, pamphlets, radio demonstrations, discussions—any form that makes the learning of important ideas and the development of significant motives a happy, delightful, worth-while experience. Too long we have put up with thick, hard-to-read books—books full of general statements but lacking in concrete helps for attacking problems. It does little good to spend an hour telling parents that no two children are alike, or that emotions must be carefully handled. Most people know this. The hard questions are, How can we find out what the particular child we are attempting to guide is like? What does he need? How can we meet his needs?

This does not mean setting up a series of rules, for life is not lived by rules. It does mean helping to get all the facts that are needed to think one's way through a problem. Nobody can think effectively without facts—in this case, the facts about the child before us and the probable effects of various guidance methods on him and on other children of similar development.

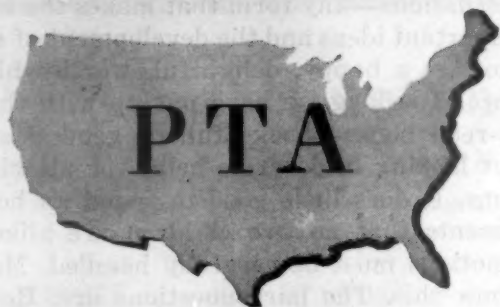
Those who are sensitive to the needs of the human personality will soon know enough to call in expert help before development goes far astray. Instead of neglecting and resisting such help, they will seek it.

These, briefly, are some of our aims in the parent education program of the parent-teacher association. We are working out plans so that each state Parent Education chairman will have at hand the most recent pamphlets, the best books, lists and descriptions of the best motion pictures, mimeographed descriptions of special methods that have been found helpful, descriptions of demonstrations and exhibits, lists of radio scripts, and similar helps.

The state Parent Education chairman can select those materials which are best adapted to the conditions in his state and he can make these known to the local parent Education chairmen through mimeographed lists of reading references, descriptions of motion pictures, and suggestions for demonstrations and exhibits. He can also use the state bulletin as a means of keeping local chairmen informed of new materials and new methods.

Through the school we can reach all children. From work now going on we should soon have much more effective methods for reaching parents, no matter on which side of the tracks they live.

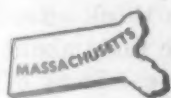
The dark shadows of the future can be altered. We need not face another period of neglect of children and increased delinquency if we provide the child with an environment in which there are parents, teachers, leaders, and citizens who appreciate what the human personality requires if it is to flower at its best.



# Frontiers



## School Lunch Triumph



"What's cookin'?" is more than slang when a bright-eyed youngster asks the question as he passes the kitchen door at the Boylston School.

He knows that whatever is cooking is good and that he'll have it at noontime to warm and nourish his active little body.

For years mothers had racked their brains to find new ideas in preparing cold sandwiches for over half of the 180 children in the two grammar schools in Boylston who lived too far away to go home at noon. A cold lunch of sandwiches was a poor substitute for the lunch they wished their children to have.

Last year the parent-teacher association adopted the school lunch project as its program. In the face of "You never can do it—it's wartime" . . . "How do you expect to get equipment in these times?" . . . "You have no kitchen!" . . . conscious of the problems of rationing and priorities, of securing labor in a small town of 1,300, of getting community volunteers, of marketing and transportation in a town with no general food market—in the face of this, plus a P.T.A. treasury balance of \$2.19, the P.T.A. decided to start a school lunch project—and did it!

WE hurdled "unsurmountable obstacles" within the year and served our first lunch to 123 children instead of to the eighty we had anticipated. By the third day the figure jumped to 158, since many children stayed who previously had gone home—no more tearing home and bolting a meal in nervous haste in *their* forty-minute lunch hour.

The mechanics of starting the program lay in the hands of a lunch committee from the P.T.A. This committee sold the idea of a financial appropriation to the annual town meeting, for the purpose of buying the minimum essential equipment—a stove, a refrigerator, and a sink. Fortunately the school committee was made up of parents; it

approved the use of the school "sewing room" and helped to transform it into a kitchen by the installation of a few cabinets, hot water, and linoleum and by the purchase of bowls, plates, and mugs. Fathers wielded paintbrushes; mothers searched kitchens, attics, and barns for kitchen utensils. There was the red tape of securing a priority rating for wiring the electric stove, the long search for a secondhand sink of practical size, and the mad scramble for large kettles three days before opening time.

ALTHOUGH instigated, nurtured, and promoted by members of the P.T.A., this project fast became a community school lunch, with the whole town contributing in some way. Whether with time, garden contributions, kitchen utensils, or cash, everyone wanted to help. Volunteers to assist the paid cook turned out to be not just P.T.A. mothers but grandmothers, aunts, and cousins! Each volunteer signed up to serve one morning a week for at least one month. The cook is an interested, active P.T.A. mother whose satisfaction in the success of the school lunch is the greater part of her remuneration.

In the early fall, bushels of tomatoes, carrots, beets, potatoes, and apples were sent voluntarily from town gardens. A plea at a P.T.A. meeting for an "unbuyable" can opener, teakettle, or clock set the whole town scurrying to produce it.

We feel that the school lunch should not infringe upon the "school time" of teachers or students. The teachers collect lunch money in their own classrooms and issue tickets. At the mid-morning recess four girl students butter bread, and at noon two boys carry dishes, milk jars, and food to the two individual rooms not on the same floor as the kitchen. These jobs are popular!

The meal-planning, marketing, record-keeping, financial setup, and general supervision are the volunteer work of two members of the lunch committee. The chairman of the committee has had some training in nutrition.



Perhaps the success of this first year's program was due not only to the splendid cooperation of the town but to the simplicity of the lunches. The meal pattern is one hearty main dish with half a pint of milk, three slices of bread and butter, and a piece of fruit or a raw vegetable. There is no choice, and there are no desserts as such. A few sample menus follow:

Beef stew  
Celery sticks  
Cracked wheat bread and butter or margarine  
½ pint milk

Creole macaroni with hamburger  
Coleslaw  
Rye bread  
Milk

Corn chowder  
Chopped egg, green pepper, and celery sandwich  
Milk

These menus satisfy recognized nutritional requirements and yet are planned to keep labor to a minimum. They are deliciously appetizing and satisfying when prepared by a good cook. Mothers report that their children are eating foods they "never used to touch at home." The program is proving to be good training in correct food habits. The children must like it, for with a daily average attendance of 111 at one school, the daily average number of lunches served is 105.

THE LUNCH project is self-supporting. The ten-cent charge to the children is made possible by a number of factors. First, the Massachusetts Community School Lunch Program (FDA) in Public Schools, sponsored by the Department of Education and the Department of Public Welfare in cooperation with the (Federal) Food Distribution Administration, contributes a few cents per child to those school programs that fulfill their simple requirements; secondly, the low cost to the child is also made possible by the considerable hours of volunteer help; and lastly, the school department's willingness to absorb the cost of space, electric current, and telephone aids in reducing overhead. In addition, all these contributions make it possible to furnish lunches free—or at less than ten cents—to a dozen or so children who need the lunch but are unable to pay. The school nurse and the teacher inform the lunch chairman of these cases.

England has done a splendid job in taking care of the nutrition of her children chiefly through her schools. The fifty million dollars our Federal government allocated to school lunches this past year, with the excellent nutritional standards required in spending it, is going a long way to making American children healthy, happy citizens of the future.

The Boylston Parent-Teacher Association finds

again that one of the chief values of the P.T.A. to a community lies in the organization of programs for the benefit of children that often can be effectively carried on later by the community itself. It's always the *starting* of a project that requires the courage, optimism, belief, and true desire for children's welfare that so often exist in a parent-teacher group.

—SALLY H. REMINGTON

## Nine Communities in One



Kansas City, Missouri, is solving its youth problem by resurrecting the spirit of community responsibility. On the theory that neighborliness, discussion, and active cooperation in civic affairs decrease as the town-square type of community expands into the large industrial municipality, the director of public welfare, Dr. Hayes Richardson, has divided the city into nine homogeneous units, centered around the high schools.

Each high school district forms its community council of resident citizens and representatives of the agencies that serve the area. Since the plan is to make better use of existing agencies rather than to create new ones, part of the function of the councils is to bring about closer cooperation among the social agencies, the P.T.A., the churches, the youth organizations, the police, the juvenile court, and other school and civic organizations in each district.

The nuclei for the councils were set up last summer by high school P.T.A. presidents who, by much telephoning, got together small but representative groups. Upon these groups the larger councils were later built. At present some councils have as many as a hundred members, among them representatives of all the parent-teacher units in the district.

The new community service division of the city welfare department employs a staff of coordinators (three of whom are outstanding P.T.A. workers) who act as assistants and technical advisers to the councils. They have information on local youth activities, on various community problems, and on resources available for preventive or remedial work.

YOUTH COUNCILS, comprising teen-age boys and girls, are organized to work in conjunction with the adult councils. To date the councils have established and are operating three youth clubs, and more are being planned. The schools and the P.T.A. have assumed active responsibility in every instance.

In one section of the city, where vandalism had

become a grave problem, fifty grade school and junior high school boys and girls are serving as Junior Officers. They have official badges and were inducted by the mayor in an impressive ceremony. They serve a period of apprenticeship, then take the following oath: "I pledge my loyal service to the community in which I live; to be a friend and a guide to its youth; to do my best to keep harm and unwholesome influence from them; to help to protect public and private property; and to set an example of good citizenship in my community. This I promise to do on my word of honor."

In addition to patrolling the parks and playgrounds and educating their contemporaries in the care of property, the Junior Officers are now launching a project for proper behavior in moving picture theaters.

The community councils will survey their neighborhoods for the more remote causes of delinquency—bad housing, lack of good recreational facilities, places of commercial recreation with dangerous influence, etc.

One council in a far corner of the city has set up a ten-point program, including paving of streets, more recreational facilities, a bridge over the railroad tracks across which children must pass to school each day, and better transportation service.

At the top of the whole program is the Central Coordinating Youth Council. There are twelve in this group: the superintendent of schools, the president of the parent-teacher council, the director of public welfare, the city health director, the chief of police, the judge of the juvenile court, the director of coordinators, and representatives of the Council of Social Agencies, the Federated Jewish Charities, the Council of Churches, the Catholic church, and the Negro Urban League.

The community council plan is a permanent and far-seeing attempt to develop the finest possible environment for young people as they grow up. The P.T.A. in Kansas City has sponsored the program from its inception and will continue to be, with the schools, one of its most active participants.

—LOIS DOMINICK

### State Service to Councils



With transportation difficulties looming on the horizon, the Ohio Congress of Parents and Teachers has been faced with a new problem in the department of education for Home and Family Life. For some years prior to the war we took parent education to our units by means of a specialist employed to conduct study

courses and institutes for units. Many fine results were accomplished.

In a state as large as Ohio, one person with limited transportation facilities could not cover the state adequately. It was therefore deemed advisable to consider other means of projecting this important work, which has become more than significant in these days of rapid social change. The need for adjustments on the part of parents to insure happy, healthy home life for both parent and child must be kept ever in the foreground. But how to do it?

A committee of three members of the state board of managers gave the situation careful study and outlined the following procedure: Councils throughout the state are offered service for a one-day institute, the Ohio Congress assuming all expenses. A list of specialists in various fields and their respective subjects was sent to each council. Subjects cover a wide range of thought and information, each dealing with some particular interest of the parent-teacher program. Speakers were chosen on the basis of availability and subject matter.

OUR colleges and universities are cooperating magnificently. Their location in key positions over the state enables us to challenge the thinking of our members with the latest information in educational fields. The council wishing the service has the privilege of selecting the speaker and the subject of emphasis. If desired, in addition to the services of the specialist, we provide two state board members (at state expense) to instruct in parent-teacher procedures and to participate in the discussions.

As its merits are recognized the service is consistently gaining in popularity. It has been especially helpful to county councils in which enthusiasm has been lessened by the difficulties of getting together. In several places the highlight of the year was an afternoon session followed by a covered-dish dinner and an evening meeting, and it has not been unusual to find several hundred parents and teachers in attendance. Teachers have been especially complimentary on these occasions, since they, too, have benefited in every way by attendance at these one-day institutes.

We add to our speakers' and institutes' lists at intervals and solicit evaluation of the service and the speakers. So far only fine comments have been made, and we hope that we can continue to present the best that Ohio has to offer. All arrangements for institutes are made through the state chairman of Parent Education.

—HELEN M. BASINGER and  
HELEN R. WEIGLE





## SERVICE THROUGH SALVAGE

*The War Production Board suggests a timely and essential wartime summer project for P.T.A.'s: to help supervise the work of school children in the summer campaign for wastepaper collection.*

PARENT-TEACHER associations the country over have cooperated with schools in all types of war activities, but in none more urgent than the campaign for collecting wastepaper.

The current shortage of paper and paperboard is much more serious than the public realizes. Not only does it threaten the shipment of millions of tons of supplies to our overseas forces and to our Allies—supplies which require paper wrapping and paperboard containers—but it also threatens our supply of newsprint, of paper for school and college textbooks and other cultural materials.

Here are some of the reasons for the paper shortage. Paper and paper products are made from wood pulp and wastepaper. Because of the manpower shortage, this year the nation is producing  $3\frac{1}{2}$  million fewer cords of pulpwood than in normal times. At the same time the necessity of shipping vast quantities of supplies to our armed forces overseas and to our Allies has occasioned a vastly increased demand for wrapping paper and paperboard containers.

Most of the paper used in this way—5,000,000 tons of our annual output of some 17,000,000 tons—will not come back. It is not recoverable. This means that we are being asked to salvage more wastepaper at a time when there is a greatly diminished supply of such paper to salvage.

The shortage in pulpwood must be offset by our collecting 1,500 additional tons of wastepaper for each cord of wood that we are short. To do this, we must step up our collections from 6,000,000 to 8,000,000 tons a year.

Unless we can collect approximately these amounts we shall have to dip into our precious and greatly diminished supply of pulpwood—which should go into paper for books and other cultural supplies—in order to make enough paper and paperboard in which to ship supplies to our forces during the coming invasion. The paper products used for overseas shipments can be manufactured very largely from wastepaper. It is up to the

public, therefore, to make sure that enough wastepaper is collected.

Most of the schools throughout the country have already responded nobly to the urgent appeals to save and collect paper. Some of them, however, have put on only "one-time" drives. These need to be repeated—again and again.

Schools in small as well as large cities have made brilliant records in the wastepaper collection campaign. The most successful of them organize their pupils along one of two lines:

1. Pupils bring paper to the school one day a week, where it is picked up by authorized dealers or charitable organizations engaged by the local salvage committee.
2. Pupils assist in a city-wide "curb collection" by organizing on the block plan to call at homes and remind residents to put their paper out on "collection day." They offer to tie the paper in bundles and take it to the curb. High school boys help to load the collecting trucks.

Momentarily the big problem confronting WPB salvage authorities is the necessity of finding some way of keeping most of our 30,000,000 school children—at least those who are too young to hold defense jobs—active in this work during the summer vacation period. Hitler and Tojo are not going to take a rest during the summer—for our boys have no intention of letting them. Hence we must find some way of backing our armed forces with the necessary supplies—supplies that must be shipped in paper.

How can this be done most efficiently? Who would supervise the summer work? Can the programs be continued under supervision of regular school personnel volunteering for the purpose? Or would it be better for the P.T.A.'s to take over?

The situation presents a neat problem in school-community cooperation. Many WPB state salvage executive secretaries think that P.T.A.'s can solve the problem, if only they will undertake to do so.

—EMERY W. BALDUF, CHIEF  
School-College Unit, Salvage Division  
War Production Board

# MOTION PICTURE PREVIEWS

**A**MONG the many excellent documentary films that have been produced none is of greater value or of greater interest to those seeking truth and fact than the Industrial Incentive Series. Unfortunately, the showing is restricted to war plant workers because these films, depicting the magnitude of the tasks confronting the Armed Services and the hardships endured by the men who use the weapons produced in war plants, were made to bring war workers to full realization of the importance of their own work. Perhaps every citizen would be inspired to give of his best until the war is won if he too could see more films of this type. The series comprises:

"Target—Germany"—An intensely dramatic, vividly realistic, and authentic record of the training, preparation, and execution of a bombing mission over Germany.

"Battle for the Beaches"—This delineates amphibious warfare from the construction of landing craft through the actual completion of a beach landing.

"They Deliver the Goods"—This shows the enormity of the task of logistics and the almost unendurable hardships borne by the men who deliver the supplies across the seas and up to the battle front.

"Life Line"—A completely realistic and heart-rending film showing the care and treatment by the Medical Corps of wounded men on the battle front.

Many two-minute shorts of excellent technical and dramatic quality have also been produced for restricted showing to aircraft workers.

Some excellent films on health and medicine have been released recently by the British Information Services and are available for organization showings. They are:

"Blood Transfusion"—Its development in international medicine and its lifesaving value in wartime.

"Malaria"—How it is carried by the mosquito—and control of the disease.

"Scabies"—Causes and treatment.

"Plastic Surgery in Wartime" (technicolor)—Made by the famous plastic surgeon, Sir Harold Gillies. Available to professional groups only.

"Psychiatry in Action"—A detailed account of the treatment and rehabilitation of victims of war neuroses as given at one of the special hospital centers in England.

The Motion Picture Academy award for documentary films was won by the U. S. Navy Field Photographic Branch, Office of Strategic Services, for the film, "December 7th." It is a complete pictorial record of that tragic day.

—RUTH B. HEDGES

PREPARED UNDER THE DIRECTION OF RUTH B. HEDGES,  
MOTION PICTURE CHAIRMAN OF THE CALIFORNIA  
CONGRESS, WITH THE ASSISTANCE OF HYPATIA GORDON  
PARVIS, REPORT CHAIRMAN

## JUNIOR MATINEE

(From 8 to 14 years)

**Buffalo Bill**—20th Century-Fox. Direction, William A. Wellman. A pioneer western with exquisite technicolor photography that makes the most of magnificent scenic backgrounds, colorful story material, fleet graceful horses, herds of buffalo, and tribes of Indians. It presents a fascinating picture—atmospheric and beautiful. Cast: Joel McCrea, Maureen O'Hara, Linda Darnell, Thomas Mitchell.

Adults	14-18	8-14
Good	Good	Good

**Four Jills in a Jeep**—20th Century-Fox. Direction, William A. Seiter. The six months' entertainment tour of Kay Francis, Carole Landis, Martha Raye, and Mitzi Mayfair is the basis of this story which includes many of their actual experiences. Written to give as many popular performers as possible a chance to appear, this is good variety entertainment and will probably be of decided interest to addicts of modern music. Cast: Kay Francis, Carole Landis, Martha Raye, Mitzi Mayfair, Jimmy Dorsey and Orchestra, Alice Faye, Betty Grable, Carmen Miranda, Dick Haymes.

Adults	14-18	8-14
Good	Good	Good

**Going My Way?**—Paramount. Direction, Leo McCarey. A delightfully human picture in which Bing Crosby plays the part of a young priest with feeling and assurance. The story is interesting and well developed and the supporting cast is excellent. The music is beautiful and the action is a skillful blending of comedy and pathos. Cast: Bing Crosby, Risë Stevens, Barry Fitzgerald, James Brown.

Adults	14-18	8-14
Excellent	Excellent	Excellent

**Shine On, Harvest Moon**—Warner Bros. Direction, David Butler. A well-staged musical, based on the experiences of the singing team—Nora Bayes and Jack Norworth. The action is pleasant, the songs nostalgic, and the settings and costumes authentically recreate the early 1900's. Cast: Ann Sheridan, Dennis Morgan, Jack Carson, Irene Manning.

Adults	14-18	8-14
Diverting	Diverting	Entertaining

**Tunisian Victory**—Metro-Goldwyn-Mayer Release. Produced through the cooperation of American and British Service Film Units, under the joint supervision of Col. Frank Capra and Col. Hugh Stewart, this is a step-by-step account of the Tunisian campaign, filmed on the firing lines. Narration by British war correspondent J. L. Hodson and Capt. Hugh Veiller of the United States Signal Corps. This pictorial record of the military campaign demonstrates the power of the screen in clarifying a purpose and the strategy by which it was accomplished. By intelligent narration and editing, it shows the military responsibility carried by the American, English, and French troops, as well as the unity and understanding which successfully welded them into one army. The picture ends on a note of confidence in a free world of the future, which these men have fought to secure and intend to maintain.

Adults	14-18	8-14
Outstanding	Outstanding	Outstanding

## FAMILY

**The Falcon Out West**—R.K.O.-Radio. Direction, William Clemens. This Falcon episode has a refreshing Western background for much of the action and unusually good music for this type of picture. The plot is intriguing and the acting has a



touch of sophistication which combines pleasantly with the usual Western features. Cast: Tom Conway, Carole Gallagher, Barbara Hale, Joan Barclay.

Adults	14-18	8-14
Entertaining	Entertaining	No

**Hot Check Honey**—Universal. Direction, Edward F. Cline. A fairly entertaining light comedy with modern music by Freddy Slack and his orchestra, and Harry Owens and His Royal Hawaiians. The story is routine and the comedy obvious. Cast: Grace McDonald, Leon Errol, Walter Catlett, Ramsey Ames.

Adults	14-18	8-14
Fair	Fair	If interested

**The Hour before the Dawn**—Paramount. Direction, Frank Tuttle. A story of German espionage in England in 1939, based on the novel by Somerset Maugham. It has a good cast and tense action. A young Austrian girl—a Nazi agent—marries the son of a prominent British family and, with the coming of war, seriously complicates his life. Cast: Franchot Tone, Veronica Lake, Binnie Barnes, John Sutton.

Adults	14-18	8-14
Good	Good	Tense

**Ladies Courageous**—Universal. Direction, John Rawlins. This tells of the successful efforts of the Women's Auxiliary Ferrying Squadron to be officially accepted by the Army. Assigned to military duty, they became known as the Wasps. The plot becomes too much involved in the romances and personal problems of the women, and fails to make the most of its larger subject. The women pilots are not always convincing in their roles. Cast: Loretta Young, Geraldine Fitzgerald, Richard Fraser, Anne Gwynne.

Adults	14-18	8-14
Average	Average	If interested

**Nine Girls**—Columbia. Direction, Leigh Jason. This murder mystery is presented with a light comedy touch and a cast of pretty young girls who play their roles with all the verve and liveliness of present-day college youth. A group of sorority sisters goes to a mountain cabin for an initiation and upon arrival finds that one of their group, a very unpopular girl, has been murdered. The finished performance of Ann Harding adds to the quality of the production. Cast: Ann Harding, Evelyn Keyes, Jinx Falkenberg, Anita Louise.

Adults	14-18	8-14
Diverting	Diverting	No

**Tampico**—20th Century-Fox. Direction, Lothar Mendes. This is a story of those tragic days when the Nazi U-boats were sinking our ships in the Caribbean. Much of the action takes place in Tampico from where the saboteurs relay information of oil tanker sailings to the raiders. The plot is expertly developed, with many misleading clues. The suspense is sustained to the very end when the guilty are trapped and the innocent cleared. Cast: Edward G. Robinson, Lynn Bari, Victor McLaglen, Robert Bailey.

Adults	14-18	8-14
Good	Good	Mature

**Up in Mabel's Room**—Edward Small-UA. Direction, Allan Dwan. This modernized version of the successful farce-comedy of twenty years ago is light, relaxing entertainment. It has a well-chosen cast, with Mischa Auer and Charlotte Greenwood especially apt in their roles. An autographed piece of lingerie is the all-important factor in the plot—the cause of many misunderstandings and questionable situations. Cast: Marjorie Reynolds, Dennis O'Keefe, Gail Patrick, Mischa Auer.

Adults	14-18	8-14
Diverting	Amusing	Mature

**The White Cliffs**—Metro-Goldwyn-Mayer. Direction, Clarence Brown. Inspired by Alice Duer Miller's beautiful poem, "The White Cliffs of Dover," this artistically produced picture, treating of two World Wars, is a poignant blending of humor and pathos. The notable cast of players gives an excellent performance, and the direction is efficiently conceived and executed with sensitiveness. The story concerns an American girl, who marries an English nobleman on the eve of World War I, is widowed two years later, remains in England in order that her son may be trained in the fine old family tradition, and is again bereft by World War II. Cast: Irene Dunne, Alan Marshall, Frank Morgan, Roddy McDowall, Van Johnson, C. Aubrey Smith, Dame May Whitty.

Adult	14-18	8-14
Excellent	Excellent	Mature

## ADULT

**Voice in the Wind**—United Artists. Direction, Arthur Ripley. Stark drama, with a decidedly foreign flavor and a thread of exquisite piano music running throughout. The characters are rugged and very real, and the story, though not pleasant, is interesting. In the excellent photography of the fog-shrouded island, the suspense and insecurity of these unhappy people caught in the backwash of war are feelingly portrayed. Cast: Francis Lederer, Sigrid Gurie, J. Edward Bromberg, J. Carrol Naish.

Adults	14-18	8-14
Excellent of the type	Depressing	No

**The Whistler**—Columbia. Direction, William Castle. A thrilling detective story with a number of unusual slants. A man arranges with a gangster for his own murder. The gangster's interest in psychology leads him to attempt the deed by trying to frighten the victim to death, and very nearly frightens the audience to death instead. The picture seems to prove that man's death is determined by destiny—that we die when our time comes. It is all good fun, exceptionally well directed and acted. Cast: Richard Dix, J. Carrol Naish, Gloria Stuart, Alan Dinehart.

Adults	14-18	8-14
Excellent	Tense	Too tense

**You Can't Ration Love**—Paramount. Direction, Lester Fuller. This fairly well-presented campus musical has a pleasing cast of young people, but the story is boring and the ethics doubtful. A system of date rationing, brought on by the shortage of male escorts is, despite original possibilities, uninterestingly developed. Cast: Betty Rhodes, Johnnie Johnston, Bill Edwards, Marjorie Weaver.

Adults	14-18	8-14
Mediocre	No	No

## TWO INTERESTING ARMY FILMS

**Know Your Ally Britain**—U. S. Army, Special Service Division. Depicts life in England and a bit of her history for the benefit of our soldiers who might be stationed there.

**War Department Report**—U. S. Army, Office of Strategic Service. A feature-length film which gives a comprehensive study of our accomplishments in the war to date and a sobering revelation of the gravity and enormity of the problems which lie ahead both in the Atlantic and the Pacific.

## MOTION PICTURES REVIEWED IN APRIL ISSUE

### JUNIOR MATINEE (8 to 14 Years)

**Knickerbocker Holiday**—A political satire presented as a comic opera.

**The Navy Way**—Training for the navy, with love-story background.

**See Here, Private Hargrove**—Hilarious comedy, delightfully human and appealing.

**The Sullivans**—True picture of the American family in time of war.

**Up in Arms**—Delightful farce-comedy set to music. Presents Danny Kaye.

### FAMILY

**Action in Arabia**—Intrigue and espionage, Damascus in 1941.

**The Bridge of San Luis Rey**—Poignant, thought-provoking social drama touching on the philosophy of life.

**The Curse of the Cat People**—Interesting study in child psychology.

**The Impostor**—Regeneration of a convicted murderer, set in war-torn France.

**In Our Time**—Vital and interesting social drama. Background, present-day Poland.

**It Happened Tomorrow**—Refreshing comedy of situations and characterizations.

**Jane Eyre**—Charlotte Brontë's novel.

**Passage to Marseille**—From the novel by Charles Nordhoff and James Norman Hall. Well presented.

**Passport to Adventure**—Far-fetched story of Hitler's war cycle.

**The Purple Heart**—The tragic story of the eight American flyers who were grounded in China, tortured and killed by the Japanese.

**Uncensored**—Underground press story laid in Belgium.

### ADULT

**Escape to Danger**—Espionage melodrama with Denmark as a background and confused story and action.

**Lady in the Dark**—Colorful, extravagant production with career-woman theme.

## Keep Them in School

THE summer vacation now so near at hand will find thousands of high school students, not yet graduated or ready to be graduated, seeking employment "until September." Of those thousands, hundreds will still be working when September has come and gone—if parents and teachers do not awaken to their responsibilities and do something about the situation before it is too late.

Work experience for young people, under the right conditions and during suitable periods, is excellent. But it is not a substitute for an education, because nothing is. Nothing our youngsters can gain from early paid employment will ever make up to them for what they must lose if that employment deprives them of educational opportunity during the critical years of adolescence.

They themselves will discover the truth of this only too readily when the war is over. They will find the doors of vocational opportunity locked and bolted against them in many hundreds of instances. Once the manpower shortage becomes a manpower surplus, finding a job will be a very different matter from what it is today. And finding a *good* job—a job that offers anything really satisfying to a young person seeking a life work—will be practically impossible to any young person who has not been adequately trained in school.

It is hard to make our teen-agers see this now. They do not like being forced to pause and look beyond the immediate lure of the pay window. But we must find some means to make them realize what they will be missing if they leave school before they are graduated. Unless we do so, we are failing them completely and shall deserve their reproaches in the years to come, when bitter experience has taught them of their loss.

The National Congress of Parents and Teachers therefore urges again—and will urge again and again and again, if necessary—that every American citizen accept this task as one of his citizen responsibilities. Let no stone be left unturned. Youth must not be permitted to betray its own future and the future of America.

---

### SAVE ALL BACK ISSUES of the *National Parent-Teacher*

Don't throw this copy away when you have finished reading it! Save it for future reference, or pass it on to a friend. What appears in the *National Parent-Teacher* has permanent value as study and program material, and the helpful features and articles will be welcomed by any mother with growing children to guide. Your child's teacher, too, may need the Magazine, and you can bring it to her attention. Now is the time for all-out conservation of everything valuable. Don't let your Magazine go to waste.

## Contributors

G. L. MAXWELL, associated with the Educational Policies Commission for the past few years, will shortly assume the Deanship of Administration at the University of Denver. Mr. Maxwell is well and widely known not only as a distinguished planner of educational policies, but as one who can pass on his knowledge to those who are directly responsible for educational practices. He is also, as his articles testify, a writer of the first rank.

EVELYN MILLIS DUVALL, executive director of the Association for Family Living, brings to all her activities the practical point of view of an experienced instructor, lecturer, resource leader, and parent. Mrs. Duvall will participate in the Wartime Conference on Childhood and Youth to be held by the National Congress in New York the last week in May.

EDITH NEISSER, president of the Association for Family Living, is exceedingly well qualified by experience and training to interpret the Association's broad program of endeavor. Mrs. Neisser has two children of her own to complete her background for her significant work.

HARRY A. OVERSTREET has been actively interested in the problems of education for many years, as Professor of Philosophy, College of the City of New York; as president of the American Association for Adult Education; and as Lecturer at the New School for Social Research. In great demand as a platform speaker, he devotes part of each year to lecturing. The capable pen which he wields has produced such important books as *Our Free Minds* and *Let Me Think*.

ELISE H. MARTENS, Senior Specialist in the Education of Exceptional Children, U. S. Office of Education, and chairman of the Exceptional Child committee of the National Congress, is recognized the country over as an authority in this demanding field. Teaching in public school systems and colleges, educational research, clinical and consultative activities—all have threaded at intervals through her interesting career.

BONARO W. OVERSTREET needs no introduction to our readers, who have long been her friends and admirers. They will be interested to learn that Mrs. Overstreet appears regularly in the Sunday issue of *PM*. In her newspaper feature, *Notes for Now*, Mrs. Overstreet unites prose and poetry to interpret the true principles of democracy.

A. L. CRABB, as our readers know, is Professor of Education at the George Peabody College for Teachers. What all of them may not know is that Mr. Crabb is also the author of several historical novels. One of these, *Supper at Maxwell House*, is considered the most pleasant and piquant story of the South that has been published in recent years.

The editorial is written by one of the most outstanding women in America today, Dorothy Canfield Fisher—author, critic, and adult educator. Her most recent publication, *Our Young Folks*, was reviewed in the March issue.

The following parent-teacher leaders are responsible for this month's "P.T.A. Frontiers": Mrs. Burtis E. Dresser, President, Massachusetts Congress, and Mrs. Carl Remington, chairman of the School Lunch Project, Boylston; Mrs. Frank Wheeler, President, Missouri Congress, and Mrs. Robert L. Dominick, President, Kansas City Council; and Mrs. I. W. Basinger, President, Ohio Congress, and Mrs. Keith E. Weigle, Parent Education chairman, Ohio Congress.